

# UNICEF Child Friendly Cities and Communities Initiative



Toolkit  
for National  
Committees

# Foreword

In a world full of acronyms, CFCI – Child Friendly Cities and Communities Initiative – is one that may be readily recognized among National Committees. The CFCI is a powerful and strategic tool to strengthen awareness and implementation of children’s rights and, most importantly, to enable children’s voices to be heard.

During my years as Executive Director of the French National Committee, I have personally experienced the immense potential for strengthening the rights of children and expanding their opportunities by listening to their views and needs within the framework of the CFCI.

This Toolkit is a milestone in our commitment to the CFCI. It offers strong guidance and solid tools that will assist our joint efforts towards realizing UNICEF’s mission and bringing the UNICEF brand closer to the minds and hearts of the public, globally and locally.

The Toolkit arrives at a crucial time, when UNICEF is debating how we can strengthen the protection of children, meet their basic needs and expand their opportunities in urban settings. This Toolkit offers unique and tested guidance that will help us strengthen our interventions and make them more fit for purpose.

I would personally like to thank all those who have invested their energy and time into making it possible. I encourage you to read it and use it in your daily work. The Toolkit has been designed in a very practical way and its digital format will allow you to navigate easily between the sections that interest you. The format will also allow us to regularly update its contents, insert new tools and add good practices, as you share them with us.

It is, therefore, with great pleasure that I present this publication. The Toolkit is the result of your work and is informed by the good practices that you have developed over the past years. It has been a long journey, and while important work still lies ahead of us, we now have a solid road map to guide us and that is a good reason to celebrate.

Gérard Bocquenet  
Director, Private Fundraising and Partnerships  
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# Acknowledgments

A meeting on the Child Friendly Cities and Communities Initiative (CFCI) in National Committee countries took place in Basel, Switzerland in June 2015. The meeting, which brought together CFCI specialists and practitioners from countries with National Committees, provided an opportunity to discuss lessons learned and identify good practices developed over the past years. The meeting decided to develop a toolkit that would provide standards, technical advice and tools to guide future implementation of the CFCI based on this prior learning.

We would, first and foremost, like to express our sincere appreciation to the Swiss National Committee, and, in particular, to its Executive Director, Miss Elsbeth Müller, for its leadership in taking this initiative forward and its continued support throughout the process.

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The development of the Toolkit was commissioned from 'Rights On' and it was jointly written by a team composed of Gerison Lansdown, lead scientific adviser and main drafter, Marie Wernham, for main drafting and design, Ana Isabel Guerreiro, for drafting and research, and Vanessa Sedletzki, for drafting, research and overall project coordination.

The Toolkit was designed by James Elrington and Bruno Rocha in Brand Management and Marketing Services.

The project was led by the Advocacy and Innovative Partnership Unit in the Private Fundraising and Partnership Division of UNICEF, managed by Marta Arias and Louise Thivant, with the permanent support of Andrés Franco and Sally Burnheim.

We would like to express our deep gratitude to everyone involved in making this Toolkit a reality.

For questions and further information, please write to [cfc@unicef.org](mailto:cfc@unicef.org).

# Abbreviations and acronyms

## Child

Refers to all those under the age of 18

## Youth/young person

Refers to 18–25 year-olds

## Committee

United Nations Committee on the Rights of the Child

## Convention

United Nations Convention on the Rights of the Child

## CFCI

Child Friendly Cities and Communities Initiative. For the sake of simplicity in the context of this Toolkit, CFCI is used in a generic sense to refer to any initiative relating to child friendly cities and communities, regardless of the specific branding or names used locally

## Cities and communities

This term is used to cover all levels of municipalities or local authorities

## CRE

Child rights education

## LGBTIQA

Lesbian, gay, bisexual, transgender, intersex, questioning, asexual

## SDGs

Sustainable Development Goals

## M&E

Monitoring and evaluation

# How to use this document

This is an interactive document with buttons and links to help navigate.

[Back to previous page](#)

[Forward to next page](#)



[Go to Introduction](#)



[Go to Chapter 1](#)



[Go to Chapter 2](#)



[Go to Chapter 3](#)



[Go to Chapter 4](#)



[Go to Chapter 5](#)

[Go to Chapter 6](#)

[Go to Chapter 7](#)



[Go to Chapter 8](#)



[Go to Tools](#)

# Contents



Overview ..... 7



Introduction ..... 8

**Chapter 1: What are CFCIs and how do they relate to child rights? ..... 10**

- 1.1 What are CFCIs? ..... 11
- 1.2 Where do CFCIs fit in the UNICEF and National Committee context? ..... 12
- 1.3 Why is the Convention important for CFCIs? ..... 12
- 1.4 What are human rights principles? ..... 13
- 1.5 What is the child rights approach? ..... 13
- 1.6 How are the Sustainable Development Goals connected to CFCI? ..... 16
- 1.7 Learning from practice ..... 17



**Chapter 2: What is the most appropriate model for my country? ..... 19**

- 2.1 What do you want to achieve? ..... 20
- 2.2 Which model will best meet your objectives? ..... 24
- 2.3. What accreditation system should you set up? ..... 29



**Chapter 3: What are the stages involved in setting up a CFCI? ..... 33**

- 3.1 Getting started ..... 34
- 3.2 Scaling up ..... 37
- 3.3 Nurturing and sustaining a mature programme ..... 40
- 3.4 Ongoing learning and review ..... 40
- 3.5 Learning from practice ..... 41



**Chapter 4: What are the core components of CFCI? ..... 42**

- 4.1 What are the key principles that need to underpin CFCI at the local level? ..... 43
- 4.2 What are the core components of CFCI at the local level? ..... 43
- 4.3 How are the core components implemented at the local level? ..... 45



**Chapter 5: How can you engage children as active partners? ..... 53**

- 5.1 What does child participation mean? ..... 54
- 5.2 When can children participate in CFCIs? ..... 54
- 5.3 What are the different levels of participation? ..... 54
- 5.4 In what ways can children participate? ..... 56
- 5.5 How can you reach out to children? ..... 57
- 5.6 What are the basic quality requirements for participation? ..... 58
- 5.7 Learning from practice ..... 59



**Chapter 6: Are all children equally included? ..... 64**

- 6.1 What is the right to non-discrimination? ..... 65
- 6.2 Step One: Analyse exclusion and discrimination ... 66
- 6.3 Step Two: Develop strategies to address discrimination ..... 66
- 6.4 Step Three: Awareness raising and advocacy to address discrimination and prejudice ..... 72
- 6.5 Learning from practice ..... 72

# Contents



## Chapter 7: How can you assess, identify and engage with partners? ..... 76

7.1 Overview.....	77
7.2 Local government .....	77
7.3 Civil society engagement.....	78
7.4 Volunteers .....	79
7.5 Media .....	80
7.6 Academia/experts .....	80
7.7 Business sector.....	81
7.8 Multi-sector partnerships .....	82
7.9 Importance of networking and sharing good practices in relation to CFCI .....	82



## Chapter 8: How is impact of CFCI measured? ..... 84

8.1 Why is monitoring and evaluation important?.....	85
8.2 Step One: Determine the ownership of the M&E process .....	85
8.3 Step Two: Agree a baseline with objectives and indicators .....	86
8.4 Step Three: Ongoing data collection and monitoring progress .....	88
8.5 Step Four: Analyse and evaluate the findings.....	89
8.6 Step Five: Report, disseminate and act on the findings .....	89
8.7 Learning from practice .....	90



## Tools ..... 93

Tool No. 1: What are child rights?.....	94
Tool No. 2: Child-friendly summary of the Convention .....	96
Tool No. 3: Summary of the child rights approach and guiding questions.....	99
Tool No. 4: Child rights education priority areas and links to CFCI.....	103
Tool No. 5: Summary of issues to consider before getting started .....	104
Tool No. 6: Examples of CFCI accreditation systems .....	106
Tool No. 7: Summary of selected CFCI models .....	109
Tool No. 8: Ideas for developing a child rights situation analysis.....	112
Tool No. 9: Example of an action plan – City of Wolfsburg, Germany: Action Plan 2014–2018 .....	114
Tool No. 10: How have National Committees adapted the original CFCI ‘building blocks’? .....	115
Tool No. 11: Comparative table of National Committee CFCI core components .....	117
Tool No. 12: Involving children and young people in CFCI in Auckland.....	119
Tool No. 13: Basic requirements for quality children’s participation .....	122
Tool No. 14: Impact of discrimination on all children’s rights.....	125
Tool No. 15: National Committee for UNICEF Finland – Building Block 2: Equality and Non-discrimination (2014) .....	126
Tool No. 16: Sample Memorandum of Understanding between a National Committee and a government ministry.....	128
Tool No. 17: Council of Europe Child Participation Assessment Tool – Indicators for measuring child participation .....	132
Tool No. 18: Illustrative M&E indicator framework .....	133

# Overview





# Introduction



## What are the objectives of the Toolkit?

The Toolkit has been developed to:

- support National Committees to develop and strengthen implementation of the Child Friendly City and Communities Initiative (CFCI);
- promote a more harmonized approach across countries, strongly anchored in child rights and the child rights approach;
- provide practical guidance to promote implementation of the Convention on the Rights of the Child (Convention) at local level;
- encourage improved monitoring and evaluation of CFCI.



It is not intended to provide a blueprint. Rather, it recognizes that many different approaches to CFCI are possible depending, for example, on the aims of the particular National Committee, the resources available, the political context, the size of the country, and the level of interest and availability of potential partners. However, the Toolkit does strongly emphasize that whatever CFCI model the National Committee adopts, it is essential for it be rooted in a child rights approach.



## Who is the Toolkit for?

The Toolkit is aimed primarily at National Committees and it refers to many specific situations and challenges they face. However, other stakeholders may find some sections or content useful, for example: municipal, regional and national level government, representatives of institutions such as education, health care, leisure and justice facilities, professionals, civil society organizations, and academic and private sector representatives. It will be useful for National Committees who are starting out to develop a CFCI, as well as those who already run a CFCI programme but wish to strengthen or expand it, or to learn more about initiatives in other countries. While UNICEF country offices are not the main target for this Toolkit, it does offer material and guidance that may be useful to them.



## What is the background to the Toolkit?

Existing UNICEF global guidance on CFCI is appreciated and used by National Committees. However, the increased piloting, implementation and scaling-up of CFCI by National Committees have emphasized the need for more detailed guidance informed by lessons learned and good practices specifically in National Committee countries.

In response, a stocktaking assessment was undertaken in 2015, analysing the core features of CFCI across National Committee countries and highlighting the main common strengths, weaknesses, opportunities and threats of the current framework. This exercise was followed by a workshop in Basel, Switzerland, on 22–24 June 2015 in which many of the implementing countries were represented. One of the needs expressed during the workshop was to receive more practical assistance to support them in their work. As a result, a project was established to conduct a series of in-depth case studies leading to the development of a practical toolkit. In 2016, four in-depth case studies were carried out in Finland, France, Germany and the Republic of Korea involving country visits [link]. In addition, online interviews were conducted with the National Committees in Hungary, Poland, Portugal and the United Kingdom (UK), which are all at initial stages of CFCI, resulting in a comparative analysis [link]. These case studies, together with the broad body of experience gathered through the stocktaking exercise, have provided extensive material for the Toolkit, demonstrating the many different approaches to CFCI adopted by National Committees. Each chapter draws extensively on examples of existing practice as well as providing guidance and practical tools. The full case studies from the country visits accompany the Toolkit.

## How can the Toolkit be used?

The Toolkit can be read in a linear way, progressing through each of the chapters in turn, or it can be used as a reference tool to be dipped into for guidance on particular topics.





# Introduction



Each chapter has a standardized summary page that includes:

- General introduction to, and overview of, the chapter;
- List of practical 'tools' which are highlighted at relevant points throughout the chapter;
- Links to resources for further reading.

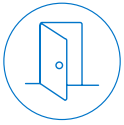


The overview is then expanded in more detail, forming the main content of each chapter. Throughout the Toolkit there are links that enable the reader to move to other parts of the text. To help navigate within the Toolkit, the Toolkit icons will appear [in the final version] on each page. Clicking on the icons will take users back to the visual contents page from where each of the chapters can be accessed. The practical tools are gathered at the end of the Toolkit.



A desired next step is to develop an online depository of electronic resources.





# Chapter 1: What are CFCIs and how do they relate to child rights?



## Overview

The work of UNICEF and the National Committees is guided by the Convention on the Rights of the Child (Convention). UNICEF aims to establish child rights as enduring ethical principles and international standards of behaviour towards children. CFCI is a means by which National Committees can promote and implement child rights at the local level, through their mandate to engage in child rights advocacy. CFCI provides a detailed and rigorous framework for translating child rights into practical, achievable and time bound commitments to children.

CFCIs should:

- Be guided by the rights enshrined in the Convention, and the core human rights principles of universality, indivisibility, accountability and transparency;
- Adopt a child rights approach, which furthers the realisation of child rights, uses child rights standards from the Convention to guide behaviour, actions, policies and programmes, and builds the capacity of children as rights-holders to claim their rights and the capacity of duty-bearers to fulfil their obligations to children;
- Apply the Convention and the child rights approach consistently and explicitly to the processes involved (such as planning and decision-making) as well as the end results (such as policies, structures and activities), across all issues, not just the more obvious child-focused areas such as education and recreation facilities;
- Build the capacity of adult and child stakeholders to ensure they clearly understand that CFCI is a tool for implementing child rights and the child rights approach at community level;
- Avoid becoming associated with isolated branding, fundraising or campaigning events;
- Capitalise on the framework provided by the Sustainable Development Goals – in conjunction with the Convention - to advance child rights at community level;
- Be linked to the National Committee's overall child rights advocacy strategy in terms of foundational advocacy, issue-specific advocacy, child rights education and other platform initiatives such as rights respecting schools and baby-friendly hospitals.



## Tools

- **Tool No. 1:** What are child rights?
- **Tool No. 2:** Child-friendly summary of the Convention
- **Tool No. 3:** Summary of the child rights approach and guiding questions (4-page flyer)



## Further reading

- [UNICEF Mission Statement](#)
- [UNICEF and National Committee Cooperation Agreement](#) (Intranet link)
- [Committee on the Rights of the Child](#) (links to the Convention, State Reports, Concluding Observations etc.)
- [Child Rights Connect](#) (Convention reporting process)
- [UNICEF Child Rights Education Toolkit](#), Chapter 2 (understanding CRE) and Section 8.2 (links to CFCI)
- [20-minute video](#) explaining CRE and the child rights approach (scroll to UNICEF at the bottom)
- [UNICEF Advocacy Toolkit](#)
- [Mapping the Global Goals for Sustainable Development and the Convention on the Rights of the Child](#), UNICEF 2016
- UNICEF resource page on [The 2030 Agenda for Sustainable Development](#)
- [Case studies](#)



# Chapter 1: What are CFCIs and how do they relate to child rights?



## 1.1 What are CFCIs?<sup>1</sup>

CFCIs are part of an international initiative driven by UNICEF. UNICEF defines a child friendly city/community as “a local system of good governance committed to fulfilling children’s rights. It is a city/community where the voices, needs, priorities and rights of children are an integral part of public policies, programmes and decisions. It is, as a result, a city that is fit for all.”<sup>2</sup>

In essence, the CFCI framework supports local governments and communities to implement the Convention and create strong communities that meet the needs of children. The framework also helps create a focus for community agencies, to enable better collaboration and coordination.

Child friendly cities/communities are places where children can:

- influence decisions about their city/community;
- express their opinions on the city/community;
- participate in family, cultural, city/community and social life;
- experience quality, inclusive and participatory education;
- be safe and protected from exploitation, violence and abuse;
- meet friends and have places and spaces to play and enjoy themselves;
- have green spaces for plants and animals;
- live in a clean, unpolluted environment;
- be an equal citizen, with access to every service regardless of their ethnic origin, religion, income, gender or ability.



## What do CFCIs mean for cities/communities?

The term ‘child friendly’ is not just about baby-changing facilities and asking for children’s views on play equipment – although both are important. CFCIs are about bringing children and communities closer together. The initiative is about supporting all children to be the best they can be and helping them engage actively with their communities. It is about valuing children, here and now, and working in partnership with communities to support and protect the most vulnerable children.

Worldwide, the CFCI framework is adapted to suit different cultures and contexts. Various recurrent themes have emerged internationally. These include

- child-friendly urban design;
- natural environment;
- independent mobility;
- health and well-being
- open spaces and recreation;
- children’s participation;
- educational outcomes.

Key elements of CFCIs remain consistent because they reflect the key principles of the Convention:

- children’s participation;
- child-friendly local governance;
- improving child development outcomes (health, education, safety and well-being).

To flourish in their lives as new global citizens, children need:

- healthy, safe, connected and inclusive communities;
- seamless and responsive social services;
- opportunities to create and be influenced by the creative arts and culture;
- educational and employment opportunities that meet their diverse needs.

Long-term sustainable economic and cultural growth is achieved by nurturing each generation. How societies raise and take care of their children is an expression of the values they hold and a reflection on how society members care for each other.

<sup>1</sup> Adapted from New Zealand Committee for UNICEF, Child Friendly Cities background paper and UNICEF Australia, Child Friendly South Australia: ‘Children’s voices – connecting communities’ – toolkit (draft).

<sup>2</sup> New Zealand Committee for UNICEF, Child Friendly Cities background paper.



# Chapter 1: What are CFCIs and how do they relate to child rights?



## 1.2 Where do CFCIs fit in the UNICEF and National Committee context?

According to the [UNICEF Mission Statement](#), “UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children’s rights, to help meet their basic needs and to expand their opportunities to reach their full potential. UNICEF is guided by the Convention on the Rights of the Child and strives to establish children’s rights as enduring ethical principles and international standards of behaviour towards children [...]”. National Committees for UNICEF are equally committed to promoting the rights of children not only globally, but also within their own countries.

CFCI provides cities and other systems of local governance (such as rural administrative structures) with practical guidance in applying child rights as a key component of their goals, policies, programmes and structures. CFCI was launched globally in 1996, building on an earlier UNICEF programme from 1992 known as the Mayors Defenders of Children Initiative.

National Committees are mandated to engage in CFCI as a ‘platform initiative’, in the context of child rights advocacy, so long as this does not include service delivery and that the initiative seeks to recover costs from non-competing sources. Platform initiatives, including CFCI, are closely linked to foundational and issue-specific child rights advocacy and are referred to in the [National Committee Cooperation Agreement](#) with UNICEF (pages 12 and 32). With platform initiatives, National Committees apply child rights principles and standards to domestic institutions such as in health care settings (Baby Friendly Hospital Initiative), schools (Rights Respecting Schools) and municipalities (CFCI).

## 1.3 Why is the Convention important for CFCIs?

The Convention is an international agreement between States, which obliges States to realize children’s rights at every governance level. The role of cities and communities is very important in making sure children’s rights are respected, protected and fulfilled at the local level. CFCIs provide an excellent mechanism to make this happen in practice, and National Committees can provide constructive guidance to cities and communities on how to apply the Convention in the context of CFCIs.



See [Tool No. 1](#) for a basic explanation of child rights and the Convention, which can be used directly with external audiences, including children.

See [Tool No. 2](#) for a child-friendly version of the Convention articles.

**Duty-bearers:** The main duty-bearers in relation to child rights are governments. In legal terms, States who have ratified human rights treaties have a ‘duty’ to uphold the articles – in this case the articles of the Convention. In practice, this includes everyone who works for the government such as police officers, lawyers, teachers and social workers. Even though treaties are ratified by national governments, local and regional governments and administrations are equally bound by the Convention and are therefore also duty-bearers. The development of CFCIs is a key means through which they can be supported to fulfil their obligations to uphold child rights.

**Rights-holders:** Those who benefit from human rights treaties are known as rights-holders. In relation to the Convention, the main rights-holders are all children under 18, but parents are also rights-holders: they are entitled to assistance from the State in raising children and they are entitled to provide their children with advice and guidance. CFCIs are therefore a means through which rights-holders can be supported to understand and claim their rights at the local level and in their day-to-day lives – at home, in school, in recreation and sports, in clinics and hospitals, in care homes, in the courts and in the justice system. Individuals who do not work for the State are not duty-bearers, for example parents, community members, employees of civil society organizations and children themselves. However, they can still use child rights standards from the Convention to guide behaviour, actions, policies and programmes. Everyone, including children, should be encouraged to help create an enabling environment for the realization of child rights.

### Examples of CFCIs explicitly linked to child rights implementation

- **Finland:** The CFCI pilot was launched to examine the potential role the National Committee could play at the municipal level in promoting child rights, identifying the most effective strategies for changing children’s lives, and using CFCI as an advocacy tool.
- **Germany:** The CFCI was launched to raise awareness and implement child rights at local level, and to establish a sustainable advocacy network, creating a platform





# Chapter 1: What are CFCIs and how do they relate to child rights?



of knowledge and dialogue about the Convention and how to implement it at various levels in the country.

- **Republic of Korea:** The National Committee promoted the CFCI to all 243 municipalities nationwide in the context of a child rights forum in 2015. The objective was to inform them of the launch of the initiative and invite them to join.



CFCI design can also be an opportunity to respond to particular national or local child rights concerns such as those reflected in the Concluding Observations of the Committee on the Rights of the Child (Committee) on States Parties' Reports and/or on child rights situation analyses.



## 1.4 What are human rights principles?

The six overarching articles of the Convention that are integral to the child rights approach, as explored in Chapter 1.5, must be considered in developing CFCIs:

- Article 2: non-discrimination
- Article 3.1: best interests of the child
- Article 4: implementation of rights
- Article 5: direction and guidance consistent with evolving capacities
- Article 6: right to life, survival and development
- Article 12: respect for the views of the child



In addition to the Convention articles cited above, the broader principles that underpin all human rights work, including for children, provide important guidance for a CFCI. These include:

- **Universality and inalienability:** Human rights must be afforded to everyone, everywhere, without exception. Children are entitled to these rights simply by being human. These rights are 'inalienable', meaning they cannot be taken away from any child. CFCIs must recognize that child rights apply in all settings and contexts.
- **Indivisibility:** Human rights are indivisible and interdependent. For example, children cannot realize their right to education unless their rights to protection from violence, to an adequate standard of living, and to health care are also guaranteed. In CFCIs, it is important that municipalities and partners do not approach the Convention like a 'shopping list' of rights to choose from.



- **Accountability:** Governments at all levels are responsible for upholding and implementing human rights, which involves putting relevant accountability mechanisms in place. Such mechanisms can include local child rights commissioners, complaints systems, and information in child-friendly formats. CFCIs can also serve as an accountability mechanism for local government implementation of the Convention.
- **Transparency:** Governments must be open about all information and decision-making processes related to child rights. As part of CFCIs, local citizens must know and understand how major decisions affecting child rights are made and how public institutions that are needed to protect rights are managed and run, such as hospitals and schools.

Although this Toolkit focuses particularly on the Convention, CFCIs should also take into account guidance in other international human rights instruments such as the Convention on the Elimination of all Forms of Discrimination Against Women and the Convention on the Rights of Persons with Disabilities, as well as relevant regional instruments.

## 1.5 What is the child rights approach?

CFCIs should be based on the child rights approach which:

- furthers the realization of child rights;
- uses child rights standards from the Convention to guide behaviour, actions, policies and programmes (in particular non-discrimination, the best interests of the child, the right to life, survival and development, the right to be heard and taken seriously, and the child's right to be guided in the exercise of his/her rights by parents, caregivers and community members, in line with the child's evolving capacities);
- builds the capacity of children as rights-holders to claim their rights and the capacity of duty-bearers to fulfill their obligations to children.



See **Tool No. 3** for an information leaflet summarizing the child rights approach and providing a list of guiding questions to help with its implementation.



# Chapter 1: What are CFCIs and how do they relate to child rights?



As children's capacities evolve gradually during childhood, caregivers and other adults are vital to ensure children's well-being and upbringing. Historically, children have been treated as 'objects' rather than 'subjects' – as if they were pawns on a chessboard, moved around by adults, often without respect for their dignity, participation and evolving capacities. In the decades since the Convention came into force, it has transformed attitudes towards children and childhood, changing the way children are viewed and treated from a charity-based to a rights-based approach, and recognizing children as agents entitled to be actively involved in decisions that affect their lives.<sup>3</sup>



CFCIs, from the level of overall programme design to local level practical initiatives, should be underpinned by this concept of respect for the dignity of the child as a rights-bearing person. In the CFCI context this can be described as closing the gap between the 'governors' and the 'governed', especially children.



## One way to conceptualize the child rights approach

The UNICEF Child Rights Education (CRE) Toolkit explains the definition and concept of a child rights approach and provides guidance on how to apply this in practice. Some stakeholders find it useful to visualize this so Chapter 2 of the CRE Toolkit explains how the child rights approach can be unpacked into the 'arch and table leg test'. In the 'arch of human rights' – which applies to all human rights, including child rights – building the capacity of duty-bearers on the one hand, and rights-holders on the other, is like bringing two sides of an arch together. This arch is a solid and sustainable structure that provides the 'architecture' to support strong families, communities and societies. This arch makes up part of the definition of a child rights approach. The other main part is the 'table leg test', which, unlike the arch, is specific to child rights. The table represents each of the six overarching articles of the Convention. Imagine a child sitting on the table. All of these six articles need to be considered in designing an initiative or intervention, otherwise the table is not stable and the child will fall. Taken together, the 'arch and table leg test' forms an image representing the key elements of the child rights approach. You might also find it useful to look at Tool No. 3 and to watch the first part of this explanatory video.



## Does your initiative pass the 'arch and table leg test' of the child rights approach?

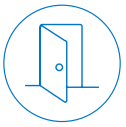
Imagine that a child is sitting on the table. For any project, programme, activity, policy, piece of legislation or behaviour to be considered 'child rights-based', it needs to: further the realization of child rights; build the capacity of rights-holders and duty-bearers; and take all of the umbrella rights into consideration (CRC Articles 2, 3, 4, 5, 6, 12). If one of the table legs or the foundation (implementation to the maximum extent of available resources) is missing, the table is not stable and the child will fall.

## The child rights approach in full



A child rights approach to CFCIs needs to understand and address all contexts which impact on the child at all levels, particularly in relation to how this impacts on the roles and responsibilities of local governments. For example, children's health and well-being are influenced by laws, policies, cultures, values and relationships at multiple levels, including their peers, family, school, neighbourhood, community and national contexts. In order for CFCIs to create an environment in which child rights are respected, factors must be addressed at all these levels. Children themselves can have an impact at all levels.

<sup>3</sup> Information on the child rights approach, including the 'arch and table leg test' concepts are taken from the UNICEF Child Rights Education Toolkit, pages 21-28.

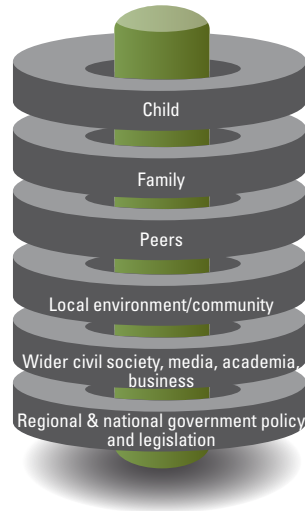


# Chapter 1: What are CFCIs and how do they relate to child rights?



## The child rights context

In a CFCI, children and parents/ caregivers are **rights-holders**



In a CFCI, local, regional and national governments/ administrations are **duty-bearers**. These include everyone who works for the government such as police officers, lawyers, judges, teachers and social workers.

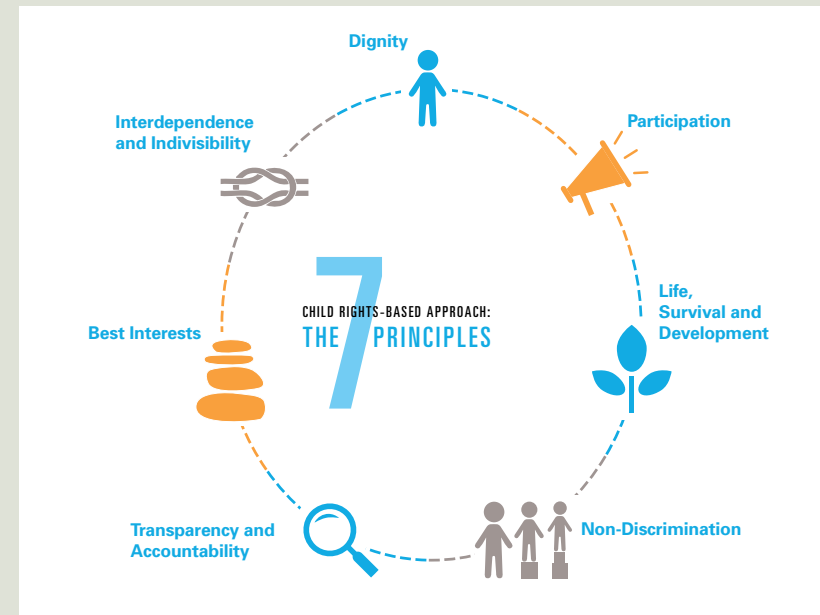


## How do National Committees base CFCIs on the child rights approach?

**UNICEF UK Child Rights Partners Programme:** UNICEF UK has adapted the child rights approach to reflect seven principles of what it calls a 'child-rights based approach'. These are made up of the four guiding principles of the Convention plus three overarching human rights and good governance principles. It uses these seven principles as the guiding framework for its Child Rights Partners Programme. The principles are represented as a circle in which they are all interconnected and on an equal level.

The objective of the Child Rights Partners Programme is to ensure a child rights approach in the planning and delivery of public services for children and young people in order to enhance the quality of such services and their outcomes. The primary focus is on actual services with a longer-term goal of changing governance at the municipal level once the value of the child rights approach is clearly demonstrated. The programme concentrates on a few targeted service delivery structures in order to generate evidence and success stories on the added value of the approach and to provide models for inspiration and replication. The National Committee delivers training

and workshops for staff on the child rights-based approach and facilitates planning sessions with a wide range of multi-agency teams aiming to design service delivery and policy with a child rights lens.



## How are National Committees using CFCI tools to promote a child rights approach?

- **Finland:** The CFCI core components used by the National Committee include a strong focus on child participation and on non-discrimination and equity (two key elements of the child rights approach). These detailed components, particularly in relation to child participation, have helped municipalities to think with a child rights approach. Results so far include an increased overall awareness of the Convention within municipal organizations and recognition of the need to adopt a child rights approach to programming.





# Chapter 1: What are CFCIs and how do they relate to child rights?



- **France:** The application forms that municipalities need to complete in order to join the CFCI were designed to help municipal staff reflect on policy interventions from a child rights perspective and give them inspiration for improvement. For example, it asks whether children were consulted for each intervention. A guidebook accompanies the application file.
- **Germany:** During the first year of joining the CFCI, municipalities analyse the child rights situation by using two questionnaires for: (i) the municipality administration (where two of the four questionnaire components related to the best interests of the child and child participation – i.e. two key elements of the child rights approach) and (ii) children. The process of answering these questionnaires has stimulated organizational.



## 1.6 How are the Sustainable Development Goals connected to CFCI?

CFCIs can contribute to implementing and monitoring the Sustainable Development Goals (SDGs). Unlike the Millennium Development Goals that applied only to low- and middle-income countries, the SDGs apply to all countries in the world. The SDGs are therefore directly relevant to the work of National Committees, and they provide a good opportunity and renewed impetus for States to fulfil their legal obligations under the Convention. However, there is a danger that attention and resources paid to the SDGs may divert attention and resources away from implementation of the Convention. States should therefore integrate their response to the SDGs into their overall implementation strategy for the Convention as a whole. This applies at municipal as well as national levels.

All of the SDGs and their targets touch on the lives of children in some way and they are all directly linked to the Convention. Among these, some relate more specifically to CFCIs in countries with a National Committee presence.

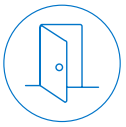


- **Goal 1:** ‘End poverty in all its forms everywhere’ does not only apply to absolute poverty, but seeks to reduce the number of children of all ages living in poverty in all its dimensions according to national definitions.
- **Goal 3:** ‘Ensure healthy lives and promote well-being for all at all ages’ includes the need to reduce mortality from both communicable and non-communicable diseases, improve treatment of drug abuse and misuse, reduce death and injury from traffic accidents, and improve access to health services, including sexual and reproductive health services.
- **Goal 4:** ‘Improve inclusive and equitable quality education’ stresses that education must be provided on an inclusive basis for all children, from early years through to tertiary education. All education facilities must be child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments.
- **Goal 5:** ‘Achieve gender equality and empower all women and girls’ emphasizes the need for measures to end all forms of discrimination against all women and girls everywhere, and to eliminate all forms of violence against all women and girls in the public and private spheres. This includes trafficking and sexual and other types of exploitation, as well as all harmful practices such as child and forced marriage, and female genital mutilation/cutting.
- **Goal 10:** ‘Reduced inequality within and between countries’ underlines that States are expected to promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status. They have to adopt social protection policies to progressively achieve greater equality as well as ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action.
- **Goal 11:** ‘Make cities and human settlements inclusive, safe, resilient and sustainable’ seeks to guarantee access to decent housing, green spaces, safe and affordable transport, and clean air.
- **Goal 16:** ‘Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective accountable and inclusive institutions at all levels’ stresses the need for action to end violence against children, promote opportunities for participation, and ensure equal access to justice.

UNICEF has developed a detailed, interactive tool mapping the SDGs to the articles of the Convention: [Mapping the Global Goals for Sustainable Development and the Convention on the Rights of the Child.](#)







# Chapter 1: What are CFCIs and how do they relate to child rights?



Other resources on the SDGs can be found on the UNICEF webpage dedicated to [The 2030 Agenda for Sustainable Development](#).



## 1.7 Learning from practice

National Committee experience in implementing CFCIs has resulted in the following lessons learned in relation to child rights.



- CFCI should be linked to the National Committee's overall child rights advocacy strategy in terms of foundational and issue-specific advocacy and other platform initiatives. In some countries there is a reported disconnect between National Committees' child rights advocacy and messaging at national level, and the understanding of child rights in cities/communities involved in CFCI. See [Chapter 2](#) for more information on the links between CFCI and advocacy.
- It is important to ensure that child rights language, concepts and the child rights approach are used consistently throughout CFCI. This will help strengthen understanding, enable all stakeholders to make connections with their everyday work, and affirm that CFCI is a tool for implementing child rights at community level rather than being wrongly perceived as a stand-alone charity project supporting children in developing countries. For example, CFCI application and accreditation procedures should explicitly use the language of child rights to encourage stakeholders to consider their work through a child rights lens.



### Consistent use of child rights language, concepts and the child rights approach

- **UK:** The objective of the National Committee's Child Rights Partners Programme is to explicitly embed a child rights approach in the planning and delivery of public services for children and young people. Localities have reported that a child rights framework provides a 'common language' across teams and departments, which has led to improved multi-agency working.
- **Finland:** The CFCI model has helped promote understanding of, and implement, a child rights approach in Finland because it very concretely implements the Convention in practice and has shown the importance of working in a more participatory way. For a municipality to obtain recognition, promoting child rights needs to be cross-sectoral, focusing not only on services such as schools, but also being integrated into city planning. Initiatives also have to have long-term impacts and include child participation in the process.



- Child rights need to be embedded throughout all aspects of CFCI. Superficial attention to child rights will limit the potential of CFCI to fundamentally and sustainably transform attitudes towards, and relationships with, children. The Convention and the child rights approach need to be applied to all issues, structures and processes, as well as outcomes – not just the more obvious child-focussed areas. This can often be difficult to get across to stakeholders. In addition, there can be a tendency to equate the child rights approach with 'child participation' alone. Child participation is a key component of CFCI but not the only one. The CFCI core components can be adapted to encourage greater focus on aspects of the child rights approach, which are in need of strengthening in the local context.
- There is a clear need for concerted capacity building to ensure that stakeholders (including CFCI project staff, as well as municipal leadership) genuinely understand, and are able to apply in practice, the child rights approach. This goes beyond a basic level of 'awareness' of child rights and of the Convention. In some countries awareness of the CFCI 'title' at the municipal level may be high, but understanding of what it means in practice may be very limited. The connection between CFCI and the child rights approach to policy making is often not obvious and understanding may be limited to the dedicated team involved in CFCI implementation. Sectors and personnel with a more traditional focus on children, such as education, are more likely to be receptive to, and have a better understanding of these issues compared to finance and transport workers, for example. It can take a long time to embed a child rights approach into daily practice in CFCI as it involves significant attitudinal change, as well as the development of practical initiatives.

### The need for capacity building on child rights

- **Germany:** The CFCI coordinating body stated that the Convention is not known or understood locally. Municipalities are not clear about their obligations in relation to the national legal provisions of the Convention or how these relate to other child-related legislation. There is no monitoring and evaluation system for municipalities in relation to the Convention. It is challenging to explain that the whole CFCI development and implementation process is not about single projects for children, but a comprehensive change regarding the understanding and implementation of child rights at all levels of the municipality.



# Chapter 1: What are CFCIs and how do they relate to child rights?



- It is useful to identify specific obstacles to stakeholders' understanding of child rights and the child rights approach to target these effectively. For example, in some environments, there is resistance to the language or concept of rights. It is helpful to explore this resistance and consider how to promote child rights as positive principles that contribute to better outcomes for children. For example, some long-standing patterns of institutionalised sexual abuse of children have historically been facilitated by the silencing of children. They were intimidated into keeping quiet, frightened of punishment, convinced they would not be believed, and denied any formal mechanisms of complaint or redress. Therefore promoting and respecting children's right to be heard and taken seriously, as a key measure within CFCI, is a powerful means of strengthening protection from abuse. Child rights concepts should not be distorted or undermined to make them more acceptable to stakeholders. For example, it should never be taught that children's rights are dependent on children fulfilling certain responsibilities. Instead, people's concerns need to be understood and they need to be engaged in understanding the relationship between children's needs and rights, and the added value that rights bring. Children themselves may be able to offer valuable ideas on how to better communicate and explain child rights and the child rights approach.
- CFCI communication materials can be reviewed to see if the language of child rights and the child rights approach can be strengthened or made more explicit. In addition, child rights and the child rights approach can be included as topics for CFCI newsletters, workshops and training fora to proactively encourage exchange of experiences and identify specific areas of child rights concepts and approaches that need further capacity building. Success stories making clear the benefits of using a child rights approach – even at a very local, immediate level – are very valuable. Children can be involved in developing stories of significant change about their experiences within the CFCI. These can provide powerful and moving evidence of how the realisation of their rights can be transformative both for themselves as individuals, but in making changes within their communities.
- It can greatly help to have a child rights expert and strong child rights advocate on the steering group for CFCI. For example in Germany, in the city of Wolfsburg, the CFCI coordinator is the local Ombudsperson for Children, who in addition to managing CFCI, is a great advocate for children, locally.



## Chapter 2: What is the most appropriate model for my country?

### Overview

There can be many benefits in implementing a CFCI in your country, but it is essential for you to consider what can be its main added value. Your initiative will go through several stages – development, pilot, scale up and maintenance. This reflection can be an important exercise for each of the stages, even for a well-established initiative (for a discussion on CFCI stages see Chapter 3). In determining the most appropriate model, you will need to consider a number of questions.

A range of options are available to shape the CFCI. It can be a major initiative involving numerous cities or it can focus on a few cities. It can have a stricter or more lenient accreditation process. It can involve the engagement of larger administrative entities or smaller ones. There are various reasons for choosing one model or another. These include:

- the level of decentralization and local level competencies;
- the existing regulatory framework;
- the degree of expertise at the local level;
- available resources;
- importantly, the National Committee's objectives.

One main question should drive the process: which approach and model would best serve the objectives the National Committee seeks to achieve with the CFCI?

In this process, the National Committee needs to consider the added value it can give to advancing child rights in their life settings, through the CFCI. When selecting an approach and a model for a CFCI, the National Committee's objectives in carrying out the initiative need to be fully identified and spelled out. The process involves consulting with a range of stakeholders to identify the main gaps, opportunities and priorities.

There is a large diversity of models you can adopt or adapt for your initiative. Many combinations exist and National Committees keep reinventing models that best suit their national situations.

In setting-up your CFCI you will need to determine:

- what your objectives are;
- which model will best meet your objectives;
- what accreditation you should set up.



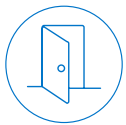
### Tools

- **Tool No. 4:** Table on child rights education priority areas and links to CFCI
- **Tool No. 5:** Summary of issues to consider before getting started
- **Tool No. 6:** Comparative table of different CFCI accreditation systems
- **Tool No. 7:** Summary of selected CFCI models

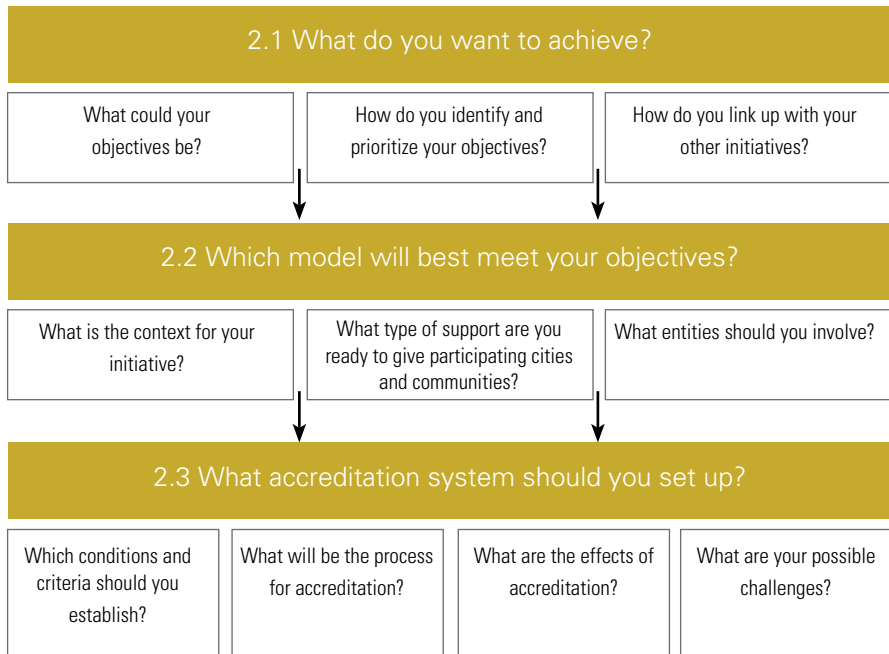


### Further reading

- [UNICEF and National Committee Cooperation Agreement](#) (Intranet link)
- [Online collection of National Committee Joint Strategic Plans](#) (Intranet link)
- Link to future UNICEF CRC Reporting Handbook when available
- Child Rights Connect (Convention reporting process)
- [UNICEF Self-assessment tools and checklists](#)
- [UNICEF Child Rights Education Toolkit](#)
- [UNICEF Advocacy Toolkit](#)
- [UNICEF-European Commission Child Rights Toolkit Module 4](#) (Child rights in governance)
- [Case studies](#)



# Chapter 2: What is the most appropriate model for my country?



## 2.1 What do you want to achieve?

The first exercise in determining the approach and model is to identify the objectives the National Committee wants to reach through the CFCI. The goal is to identify the added value of the CFCI for the National Committee, its national partners and the overall situation of child rights in the country. Possible objectives can be numerous. Yet existing constraints will require prioritizing the most important ones based on the situation of each country. The exercise needs to be participatory. It will involve other departments within the National Committee and external partners.

### 2.1.1 What could your objectives be?

The objectives for setting up a CFCI may be one or more of the following:

- Promote local laws and policies in line with the Convention. A CFCI provides a framework for developing and implementing policies for children at the local level. You can also build on national laws and policies and work with local stakeholders to implement them in cities and communities.
- Implement the Concluding Observations of the Committee on the Rights of the Child at the local level. Many of the Committee’s recommendations are best implemented at the local level. They can also help identify priorities and guide local action plans.
- Enhance expertise on child rights at the local level. Whatever the status of child rights in your country – child well-being indicators, level of child participation and existing laws in different areas – you may always improve the capacity of local stakeholders to implement a child rights approach to programming or respond to concrete gaps that you have identified.
- ‘Give back’ to children in the country. National Committees usually have their main office in the capital city and their action primarily focuses on fundraising for UNICEF’s operations in faraway countries. A CFCI can make UNICEF action more concrete and closer to citizens. It is an opportunity to show that UNICEF also directly supports the situation of children in their country.
- Hear children’s voices and opinions. Proximity to children is the best way to ensure children’s voices are heard. Children’s views can concern municipal life, but can also inform national policies, research and data collection. A CFCI can strengthen children’s skills to take an active role in public life.
- Advocate for child rights nationally. Concrete experience drawn from a CFCI in municipalities can be used to influence the national agenda on child rights, following a bottom-up approach.
- Develop direct access to politicians with a broader influence. Elected officials at the local level may have influence well beyond their jurisdiction. They may be respected personalities nationally and hold other mandates and functions. Their engagement in a CFCI can be used for advocacy on similar or other issues beyond their jurisdiction.
- Promote research. Through a CFCI, you may promote national and local research on the situation of child rights in general or in relation to specific subjects. For example, how do you carry out a child rights impact assessment or different models of child participation at the local level. You may also use the knowledge produced to inform local and national policy making.



## Chapter 2: What is the most appropriate model for my country?



- Demonstrate the National Committee's expertise at the domestic level. A CFCI may serve as an illustration of the way UNICEF uses a child rights approach to carry out its work globally, and demonstrate its expertise. It can help UNICEF to be seen as the 'go to' organization for child rights.
- Make UNICEF's brand visible. The partnership between the National Committee and participating cities or communities can enhance the visibility of UNICEF's brand when this is featured on various communication tools used at the municipal level.
- Ensure direct access to fundraising opportunities. Beyond promoting UNICEF's visibility, the CFCI can help UNICEF gain direct support for fundraising. This aspect may be integral to the CFCI partnership between the National Committee and cities/communities.



### Using CFCI to promote child rights awareness and implementation

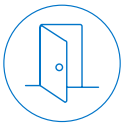
- **Germany:** The CFCI was seen as a vehicle to translate the Convention and related literature into a language that could be used locally. It was also seen as a means to create a sustainable network that could potentially facilitate advocacy from the local level to the federal one.
- **Hungary:** The National Committee has identified child participation as a significant outstanding gap in the realization of child rights in the country and aims to use the CFCI to strengthen it.
- **Poland:** The civil society space opening at the local level is seen as an asset that needs to be built upon to advance child rights in the country through development of a CFCI.
- **UK:** The CFCI (known there as the Child Rights Partners Programme) was introduced in the face of national austerity measures. Its objective was to try to ensure that those social services that existed were as effective as possible for children and young people.
- **Spain:** The National Committee has worked with the child participation councils to include children's proposals in electoral programmes (national and municipal elections).

### 2.1.2 How do you identify and prioritize your objectives?

Identifying and prioritizing objectives is a process requiring research and consultations with a range of stakeholders. Several steps are involved.

- Conduct an assessment of the child rights context in your country. This requires a review of the Concluding Observations of the Committee on the Rights of the Child and the laws, policy documents, research and other resources produced by civil society and universities. It should also include consideration of the guidance and priorities established by regional organizations (such as the European Union). Ideally, you would already have done this as part of your regular advocacy work on monitoring implementation of the Convention, so this should not be an additional step.
- Carry out consultations with local and national authorities. In particular, these would include:
  - the relevant ministries;
  - academia;
  - civil society organizations operating in the field of child rights;
  - local governance structures, such as mayors' associations;
  - child and youth organizations.
- Interviews, surveys and focus-group discussions will enable you to assess:
  - interest;
  - expectations;
  - views on priority areas;
  - existing processes;
  - gap, risks and constraints to be anticipated.
- Undertake internal consultations and ensure buy-in across the National Committee's departments and governance bodies. This will entail working in particular with those dealing with:
  - advocacy;
  - child rights education;
  - child participation;
  - fundraising;
  - communications;
  - partnerships with the private sector.

Each department should review how it can contribute to the initiative and assess what the benefits and risks are. This will help to define the approach and identify internal resources beyond those strictly dedicated to the CFCI.



## Chapter 2: What is the most appropriate model for my country?



### 2.1.3 How do you link up with your other initiatives?

A CFCI is one of many initiatives and functions of the National Committee. It can be beneficial to link these with each other to ensure better use of resources. The capacities and partnerships built in different areas, such as advocacy, child rights education, communications and fundraising, can help promote and reinforce initiatives. It is also a good way to ensure internal buy-in, including by the executive director and the Board. This will strengthen your initiative and promote collaboration among departments within the National Committee.



### Advocacy

National Committees must integrate the CFCI within a coherent advocacy strategy. A CFCI provides an ideal mechanism to better understand the real problems affecting children. A CFCI can enhance UNICEF's visibility and credibility by, among other things, generating evidence to inform policy advocacy in favour of child rights. There is huge potential in advocacy for a CFCI that is currently being under-used. A CFCI can contribute to foundational advocacy and can also serve issue-specific international and domestic advocacy on a range of concerns. Among such concerns are:

- the SDGs;
- climate change;
- humanitarian advocacy;
- child poverty;
- migration;
- social exclusion;
- violence against children.

In addition to a CFCI, National Committees may be engaged in other platform initiatives. These might include as baby-friendly initiatives and whole school approaches to child rights education (CRE). However, there are currently very few links in National Committees between these platform initiatives at a strategic level. National Committees are strongly encouraged to make better use of the opportunities they present. It can be useful to bring all advocacy and platform initiatives under the same unifying banner of child rights advocacy and implementation. This might be achieved, for example, in the way the initiatives are formulated in internal planning and strategy documents, like the Joint Strategic Plan. This



integration can also be achieved in organizational structures that influence communication between colleagues and reporting lines.

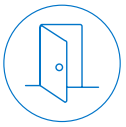
### CFCI links with advocacy and platform initiatives

- **UK:** In addition to a CFCI, the National Committee runs two other platform initiatives closely related to their Child Rights Partners Programme. These are the baby-friendly initiative and the Rights-Respecting Schools Award. These three initiatives are strategically aligned in the National Committee's 2015–2018 Joint Strategic Plan with UNICEF. This has been done in the context of embedding child rights in key institutions (maternity services, schools and local authorities) that have the greatest impact on children. There is a common child rights-based vision for all of these initiatives that is also consistent with the National Committee's foundational advocacy work. Lessons learned from other platform initiatives have influenced the practical development of the Child Rights Partners Programme.
- **Italy:** The National Committee for Italy gathers different platform initiatives under the programme 'Child-Friendly Italy'. The general aim of the programme is to implement the Convention in the different settings experienced by children. In addition to sharing a common goal and work methodologies, the programme promotes an integrated strategy across five settings – schools, hospitals, cities, sports and universities.

### Universal Children's Day

At the national level, key child rights advocacy events and campaigns, such as Universal Children's Day on 20 November, can be used as focal points. Regional or national CFCI networking, sharing of experiences and media coverage highlighting CFCI successes – with a child rights focus – can be based around these focal points. At the local level, Universal Children's Day constitutes a useful opportunity for child rights advocacy and education at the city/community level. It provides a stimulus for the organization of various activities. The link between these celebrations and the CFCI should be clearly visible. This will communicate to children and adults the value of living in an environment respectful of child rights. This could also help promote accountability and could provide a channel for wider child participation in the city.





## Chapter 2: What is the most appropriate model for my country?



### Child rights education

A CFCI and CRE provide many opportunities for strong conceptual, policy and practical linkages. Two of the core components of a CFCI are 'making child rights known and understood by adults and children' and 'children's participation – mechanisms, opportunities and culture of respect'. Both of these are also essential elements of the National Committee's CRE work. The UNICEF CRE Toolkit maps out the types of CRE initiatives being undertaken by National Committees. It explores different ways in which children can:

- learn *about* rights;
- learn *through* rights (by experiencing respect for their rights in practice on a daily basis);
- learn *for* rights (taking action to promote child rights at local, national and global levels).

This mapping of existing CRE initiatives (as illustrated in the 'CRE Tree' diagram on page 48 of the CRE Toolkit) can be a useful starting point to explore potential synergies with a CFCI, in collaboration with CRE colleagues. This discussion should consider both conceptual, policy links as well as concrete activities to better link the initiatives.

More generally, schools play a key role in the lives of children in any context. At the local level especially, they are a 'driving force' of the life of the municipality. Municipalities often have key responsibilities in the education system, including taking care of infrastructure. Schools can collaborate with the municipality to set up the participatory processes. They can also be pivotal to the achievement of some of the objectives of the action plan. If you have schools, with which you work already as part of your CRE programme, in a municipality involved in the CFCI, they may be very helpful in spreading the initiative and they will be more likely to engage actively in it.



See **Tool No. 4** for a table on child rights education priority areas and links to CFCI.



### Links between CFCI and Young Ambassador initiatives

**Slovenia:** On Universal Children's Day, primary school 'Junior Ambassadors' sent their child rights advocacy message to all CFCI mayors, facilitated by the National Committee. The mayors were encouraged to support children and be actively involved in school events in their local communities on Universal Children's Day. The Junior Ambassadors' message was shared with government ministries and the media and focused much-needed attention on children's participation. 185 schools and 205 early childhood education settings (approximately 50 per cent of all Slovenian schools) were invited to commemorate Children's Day by reading the message on the school radio. Some schools organized bigger events at which the message was read out.

*Message from UNICEF Slovenia's Junior Ambassadors to children and adults on Universal Children's Day*

Dear adults,

- *Help us understand and know our rights.*
- *Give us all the same attention, regardless of whether we are rich or poor, small or big.*
- *We children know best, what being a child is like. Therefore, listen to us when we want to share our opinion and accept our ideas.*
- *Kind words and a warm hug mean much more to us than toys. Therefore, as much as possible embrace us and tell us that you love us.*

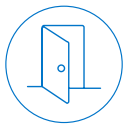
Dear children,

- *We children are all special and all different, but we all have the same rights.*
- *We must help each other.*
- *It cannot always be the way we want it to be.*
- *If we want to make our ideas heard, we must say them aloud and be persistent.*

*Junior Ambassadors will continue to help children in need. We want all children to become equal, have equal opportunities and to live in prosperity.*

*Kids, join us and become more active in matters that concern you!*

*Adults, give us the opportunity!*



# Chapter 2: What is the most appropriate model for my country?



## Communications

Work on communications is strategic in National Committees and a CFCI should be a full part of it. A CFCI can enhance UNICEF's visibility and make it closer to local communities. It is an opportunity to show UNICEF's drive and passion to improve children's lives on the ground. At the same time, you need to anticipate situations in which local policies may go against CFCI principles and how you will communicate about these.



### Communicating about CFCI: tools and challenges

- **Finland:** The National Committee reported several challenges in relation to communications and the CFCI. In the early stages of the initiative, the communication efforts were deliberately low-key. But as cities started to deliver results, more communications strategies were activated. A communications challenge in Finland is that CFCI recognition is not given to municipalities because they are child friendly, but because they are engaged in the process. This can lead to confusion among citizens. A CFCI is very practical and is, therefore, a positive initiative to communicate, but this contradiction in perception (process versus results) needs to be managed well. Another challenge identified by the Finish Committee is the need to improve internal dialogue between the advocacy and communications teams, which could be very beneficial.
- **Republic of Korea:** There are 23 municipalities that have formally entered a partnership with UNICEF (as of July 2016). For each of them, individual ceremonies were organized for the signing of the formal agreement with UNICEF. The signings took place in the presence of various stakeholders and constituents, the mayor, and the executive director of the Korean Committee for UNICEF. The ceremonies received massive local news media coverage, which has contributed to the consistent visibility of the CFCI.

## Fundraising

Better integration between fundraising and a CFCI is extremely valuable to both programmes. It supports UNICEF's visibility, while developing a sense of belonging and proximity to UNICEF's action. Fundraising is likely to result as a by-product of a CFCI, but deliberately emphasizing the fundraising element may negatively affect the efforts made. Caution needs to be exercised when balancing the primary rationale for the initiative (local implementation of child rights) with any fundraising considerations. For example, if you are

tempted to expand the CFCI to increase your fundraising base, you should consider the possible consequences on the quality of your CFCI and the credibility of UNICEF as a whole.

### CFCI and fundraising

- **Republic of Korea:** Thanks to a CFCI, the National Committee has expanded opportunities to meet new donors and receive funds raised through events and festivals organized by the municipalities. When launching the World Water Day fundraising campaign for clean water, the CFCI Associations of aspiring cities joined together and provided space to conduct face-to-face fundraising. A CFCI is increasingly acknowledged as a valuable generator of visibility for UNICEF, which is a major asset for fundraising.
- **France:** A CFCI gives significant visibility to UNICEF at the local level. It includes road signs at the entrances of each accredited city, which indicate the name of the city, showing both the UNICEF and CFCI logos. In addition, World Water Day is an important fundraising event, which is often included in the annual plan for joint actions between UNICEF's Departmental Committee and the city under the CFCI partnership.

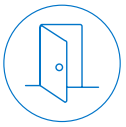
## 2.2 Which model will best meet your objectives?

Deciding on the right model for your country will not only involve considering your objectives, but also the benefits and constraints of each model. You will need to assess the type of support you are prepared to offer, the size of your initiative and the local entities you would want as participants. These elements depend both on the National Committee and on the national context.



See **Tool No. 5** for a summary of issues to consider before getting started.





## Chapter 2: What is the most appropriate model for my country?



### 2.2.1 What is the context for your initiative?

The CFCI is deeply embedded in the national context in which it is implemented. In determining an appropriate model, you need to consider the country's administrative organization, governance and political culture. You need to consider civil society participation and political, demographic, social and economic, and emerging issues. Do these elements support or hinder the process? Are there opportunities to promote the initiative? These may evolve over time and require constant monitoring to adjust the approach.

- **Political and administrative organization**

The political and administrative organization will help you assess which competencies are exercised at which level, to select the right target for the CFCI. If an administrative level has no competency in relation to child rights policies, involving authorities at that level may not produce effective results. For example, management of child-related services might fall under the competency of the district, but not of the region – or vice versa. However, if a community or municipality needs to have its decisions approved at a higher level, it may be necessary to engage that other level as well.

- **Governance context and political culture**

An analysis of the overall governance context and political culture will enable you to identify power dynamics at the local level and the importance of various actors. Among the many important elements to consider are:

- the powers of the mayor vis-à-vis other municipal bodies (such as the municipal council);
- the level of development of civil society and its involvement in local policies;
- local service delivery structures;
- the perceptions of children.

- **Demographics**

Demographics may play a role in the attractiveness of the CFCI. In high-income countries where birth rates are low, a CFCI could be integral to a demographic policy supporting positive environments for families. This in turn would impact the model and partners that the National Committee selects. In some cases, a CFCI has been implemented in municipalities with a clear family-friendly policy, as an opportunity to advance existing work and attract families.

- **The situation of children in the country**

A review of prevailing socio-economic issues affecting children, including disparities and discrimination, and the economic crisis, may also guide the approach. For example, such a review might suggest adopting a model that ensures that poorer areas are included in the CFCI. Other emerging issues could be as diverse as:

- the environmental crisis;
- the refugee crisis;
- the expansion and evolutions of technologies;
- addiction or suicide rates.

- **Avoiding duplications and assessing the added value a CFCI can have**

Both at the national and local levels, there may be other programmes in place, sharing similar objectives with the CFCI. These may include various programmes and interventions supporting local governance for children undertaken by actors unrelated to UNICEF. Mapping them, engaging with them and understanding how they interact with the CFCI is an important step. It enables identification of possible partnerships and linkages with initiatives led by other actors. It also helps to avoid duplication of programmes and to assess the real value that the CFCI can have in the country, both nationally and locally.

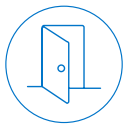
### 2.2.2 What type of support are you ready to give participating cities and communities?

The National Committee can provide various types of support, from general guidance to specific technical expertise. It can connect with cities/communities collectively or via individual interactions and visits. These can be either frequently or only on limited occasions. Your role will directly relate to the size of your initiative and the resources available. (See more about the size of the initiative in [Chapter 3](#).)

A CFCI usually builds on UNICEF's brand, although the situation may be more complex in some countries. A CFCI is likely to operate as a showcase for UNICEF action. In defining its role, the National Committee must take into account this element.

The National Committee's ownership of the initiative and the degree to which it is ready to delegate some of its components to, or share ownership with partners, also needs to be considered. In some countries, National Committees have decided to either delegate or engage in partnerships to implement the CFCI. You need a clear vision of the factors that are likely to affect the CFCI implementation process from the National Committee's perspective.





## Chapter 2: What is the most appropriate model for my country?



This will enable you to select a model that corresponds to the National Committee's capacities. It will also enable you to communicate with both accredited and aspiring cities/communities about the type of support they can reasonably expect. The main factors National Committees have considered include:



- **Management of the initiative**

Although they share numerous commonalities, National Committees have developed differently depending on national contexts. You will need to assess how the CFCI fits with existing and new initiatives, and potential management support. How does it intersect with the National Committee's other functions? This will also help position the team responsible for managing the CFCI in the organizational structure. Most often, it is part of the child rights advocacy section. However, links with child rights education, child and youth participation, communications, fundraising, events and other functions are fundamental.



Another critical aspect is the sustainability of the CFCI. National Committees have adopted a range of approaches to managing and sustaining the initiative. In some cases, National Committees have delegated the management of the CFCI to other organizations. In other cases, they have partnered with national authorities, such as Ministries for Social Affairs.



### Strategic approach and management of the CFCI

- **Finland:** The role of the National Committee can be described as that of a 'critical friend'. This is someone close to you, who asks difficult questions, present things from a different perspective and helps you improve. This role requires building trust and sharing common goals. It also requires having a solid knowledge of the municipal environment. As a 'critical friend' the National Committee has two intertwining roles. First, it supports municipalities by building their capacity in child rights and rights-based municipal action by providing training and materials. Second, it evaluates the process and its results, by advising on the municipal action plan and by evaluating progress. The National Committee maintains close and individual contacts with all the cities and communities, which reinforces its position as a 'critical friend'.
- **Spain:** In Spain, the National Committee implements the CFCI in partnership with the Ministry of Health, Social Services and Equality, the Spanish Federation of Municipalities and Provinces, and the Autonomous University of Madrid.



- **Germany:** An ad hoc organization, known as the CFCI coordinating body, was established. This body coordinates and implements the CFCI through an agreement between the National Committee and a national non-governmental organization (NGO) – the *Deutsches Kinderhilfswerk*. The implementation is not carried out by the National Committee, but by this coordinating body. Throughout the process, the CFCI coordinating body is supported by the National Committee and the *Deutsches Kinderhilfswerk*. All major decisions have to be taken by all three organizations (*for more information see the case study*).
- **Belgium:** Daily management of the CFCI is carried out by the Flemish federation of local youth services. Its regular role is to support local and urban youth units in designing and implementing the youth policy. In the context of the CFCI, it acts as the secretariat for Flanders. However, this function is likely to be devoted to the Ministry of Youth for the Flemish administration in the future. The National Committee only participates as a member of the jury examining applications for CFCI, an already resource-intensive function having required additional human resources.

- **Positioning at the national level**

Your National Committee's existing advocacy activities for the domestic realization of child rights may help you define your approach to the CFCI. Is the CFCI an additional element to an existing advocacy strategy? Is the National Committee a recognized counterpart for public authorities? Or is the CFCI an entry point for the National Committee to establish itself as a valuable partner with public authorities? This might be either in general or for a specific policy aspect (for example, child participation or youth programming).

- **Financial resources**

National Committees may choose to use existing resources from their advocacy work, to apply for specific funding from donors or national funds that may be available, and/or to implement a fee-based membership. You may have to use one or more of these approaches to sustain your work.

Consideration will need to be given both to the staffing commitment that will be available within the National Committee as well as the human and financial support for individual cities/communities. In terms of financial resources, you will need to assess:



## Chapter 2: What is the most appropriate model for my country?



- What is the budget available?
- Where does it come from?
- Is the available budget adequate and appropriate to meet the CFCI objectives?
- What are possible strategies for raising more money?



You must consider that:

- Your budget will vary significantly, taking into account the level of support you choose to give the child friendly cities and communities. For example, if you choose a more participatory approach, among other things, you will have to account for:
  - travel by National Committee staff to participating cities and communities;
  - travel and allowance expenses for experts invited to participate in training events or conferences.
- There are other important expenses to consider. For example, if you choose to hold an annual conference for all participating cities and communities, you will need to consider where it takes place and who pays for the related expenses. In some countries, each year a different city or community hosts the event and pays for the organization-related expenses. The focal points travelling from the other cities and municipalities pay for their own travel and accommodation expenses. Other expenses to be considered include materials to be printed, office supplies and other administration costs.



### Resources allocated

- **UK:** Of the 300 staff members of the National Committee, two full-time staff are dedicated to the Child Rights Partners Programme. This makes it a relatively small programme compared to UNICEF UK's overall resources. Given the close engagement of UNICEF UK with the local authorities, resources are found to be relatively limited. It makes it difficult to expand staffing of the programme beyond its current size while keeping a high level of quality. The National Committee plans to address this post-pilot, by seeking a contribution from participating municipalities.
- **Republic of Korea:** The financial resources allocated to the CFCI have increased significantly over time. In 2015, the total budget amounted to approximately USD20,000. It was mainly used to translate and publish various tools and promotional material on the CFCI and to organize the launch meeting for the

Association. In 2016, the budget reached about USD100,000. For some activities facilitated by the National Committee, such as study tours in other countries, each city covers the participation of its representative(s), usually the mayor, so the cost for UNICEF is limited to its own staff member's travel.

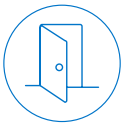
### Financing a CFCI

#### *Fee-based systems*

- **France:** The CFCI is entirely financed through the income it generates and the National Committee's engagement. It receives no external funding. Since 2014, participating cities have been required to pay an annual fee of €200 – the same fee applies to all cities regardless of their size. In exchange for their membership, they receive a number of free tools and access to a facilitated nationwide network.
- **Germany:** Depending on its size, the participating municipality has to pay between €4,000 and €16,000 yearly for four years. At the end of three or four years, if the municipality wants to keep the CFCI label, it has to carry out a second round of application. In the second round of implementation, the fee is halved. The National Committee and an NGO, the German Children's Fund, provide additional funds for running the CFCI. Unlike other national initiatives, staff salaries are provided by the CFCI coordinating body (an independent association set up ad hoc) and not the National Committee.

#### *External funding sources*

- **Spain:** The CFCI is funded by the committee and the Ministry of Health, Social Services and Equality, which originally provided 80% of the funds.
- **Switzerland:** The initiative benefits from financial support from six cantons – Schaffhausen, Bern, Lucerne, Soleure, Bâle Campagne and Argovie. In Soleure, proceeds from the lottery fund are used to finance the CFCI. Lottery proceeds up to CHF/USD250,000 can be used for municipal and regional social projects and charity. Generally, municipalities wishing to become child friendly cities benefit from public subsidies. In some cases, they receive technical advice from their respective cantons to adapt to the framework and strengthen their child friendliness. The subsidies cover some of the costs incurred in the process. The objective for the cantons is to encourage more municipalities to participate in the CFCI. The programme results from an agreement between the National Committee and the cantons.



## Chapter 2: What is the most appropriate model for my country?



- **Human resources**

National Committees may hire junior or senior staff, general advocacy officers or thematic experts, and researchers for developing and implementing the CFCI. They may also choose to have additional support through a research network or a pool of experts. National Committees with a solid volunteer constituency may also rely on these to help implement the CFCI. In terms of human resources, you will need to assess:

- Are there internal human resources available?
- Do they have enough time to dedicate to the CFCI, taking into account its objectives and implementation framework?
- Do they have the expertise to respond to the objectives set out?
- If the internal human resources are not appropriate or adequate, are there financial resources available to hire additional staff? Is this a priority for the CFCI?

You must consider that:

- Managing the CFCI requires dedicated human resources. While National Committees may start implementing the CFCI with a project manager in charge of various issues, they quickly realize the need to hire dedicated staff. Often, at times, two staff members are required to support the process. It will be crucial for the staff to be able to dedicate time to:
  - analysing the baseline assessments and evaluation reports;
  - visiting the municipalities and discussing local work with municipal officers;
  - providing training, etc.
- The CFCI is a local governance initiative requiring political support. It, therefore, necessitates solid technical skills in fields related to governance and public administration, and the ability to interact with senior officials. Human resource management within the National Committee should take into account these dimensions. It is important to avoid situations in which staff or volunteers directly interacting with cities'/communities' are too inexperienced in the field to provide adequate technical support and effective advocacy.



### Human resources: skills and experience

- **Finland:** The National Committee adviser for domestic advocacy responsible for the implementation of the CFCI was hired specifically for her expert background in local governance. She was responsible for developing the CFCI pilot and the Finnish model for the CFCI. Since the beginning, a youth researcher with a strong background in child and youth participation has assisted the CFCI. Firstly this assistance was with the development of the project and currently it is through training and other support.
- **Germany:** The team working for the CFCI coordinating body comprises five people with the following backgrounds:
  - one full-time education expert;
  - one expert in urban planning (30 hours per week);
  - one part-time officer specializing in child rights (15 hours per week);
  - one part-time officer specializing in regional studies and responsible for the website (15 hours per week);
  - one freelance sociologist/teacher responsible for the evaluation of the pilot municipalities.

- **Facilitating a CFCI network**

Establishing and facilitating a CFCI network is integral to a solid model. It will offer significant benefits in the management of the initiative and is invariably highly valued by municipal or local coordinators. CFCI networks present a number of advantages. They allow for the exchange of ideas and operate as capacity-building tools for cities/communities seeking to strengthen their practices and learn from others. In many ways, networks can compensate for the National Committee's lack of resources to provide individualized guidance to cities/communities. The networks do this by encouraging the cities/communities to support each other. Networks help build a sense of belonging for participating cities and communities, making them feel part of a larger movement. CFCI networks also give visibility and help spread the initiative at the national level by providing a forum where national authorities and other actors can be invited to contribute and listen.



## Chapter 2: What is the most appropriate model for my country?



National Committees need to be aware of possible risks and anticipate them. Networking that involves too limited inputs and exchange may lead to frustrations. Depending on the size of the country and of the initiative, sub-national networks may be a valuable strategy. Management of the network can involve some of the cities/communities themselves. They can take a role in chairing the network for example, while the National Committee can ensure support functions. This helps promote shared ownership of the initiative and reflects the partnership it is built on. Attention should, however, be paid to possible power imbalances within the network between bigger and smaller cities/communities or other entities. There can be possible political sensitivities around the visibility of cities run by one political party or another.



### Role in CFCI networks

- Germany:** Twice a year the CFCI coordinating body organizes a two-day workshop with exchange opportunities and inputs from various external experts. Representatives from all participating municipalities take part in this workshop. A different city hosts the workshop each time. The workshops are always focussed on a specific topic. They comprise presentations from external experts, group discussions, presentations of different activities by the cities/communities and a visit to places of interest. A recent important feature of the network meetings is that the CFCI coordinating body brings the results from the internal evaluations. This encourages municipalities to take them into account and find ways to advance implementation. The municipalities explain the process, challenges, why certain areas have been achieved and not others, etc.
- Portugal:** The National Committee is planning to set up an informal network between the participating cities to share experiences. Workshops may take place yearly or twice a year. The themes of the workshops will be focused on child rights, child participation, impact assessment and evaluation. They will incorporate the gaps verified at the time of submission of the situation analysis questionnaire or specific support requested by the cities.

### 2.2.3 What entities should you involve?

Depending on your country's administrative organization and the objectives you have identified, you may decide to involve different types of local entities. Most CFCIs involve municipalities as participating local authorities. However, the model chosen may also concern other levels of administration or types of authorities. It may include a higher administrative

level than municipalities – groupings of municipalities (often created in rural areas or to merge some functions for various small municipalities) or provincial level (in particular when many child rights competencies are managed at that level). It may also target entities or infrastructure providing direct service delivery, rather than local authorities. In all cases, you must ensure that local political leadership supports your initiative. There must be a formal commitment to partner with the National Committee. Otherwise, the initiative may not be sustainable, the CFCI label may be misinterpreted and/or the National Committee may lose control over its use.



See **Tool No. 6** for a comparative table of different CFCI accreditation systems.

### 2.3. What accreditation system should you set up?

The accreditation system is one of the corner stones of the CFCI. It usually sets the rules by which the CFCI operates. It determines which cities/communities can apply, the conditions and criteria for being recognized as child friendly and the process for granting the title. It, therefore, shapes the entire initiative. Thus, your accreditation process will help you meet the objectives you have set for your CFCI.

Depending on the size of the initiative and its objectives, the accreditation process can be more or less stringent. The CFCI 'label' may be given at an earlier or later stage. At one end of the spectrum, the accreditation process can consist of a few requirements, largely certified through self-evaluation. At the other end of the spectrum, it can involve a thorough process with strict conditions and close monitoring by the National Committee.

Some National Committees, like that in the UK, have decided not to set up an accreditation process. They consider the initiative as an ongoing process, designed to build local capacities to implement children's rights. The National Committee selects its partners based on its own criteria, rather than specific progress or achievements, and then works with them to strengthen their practices.

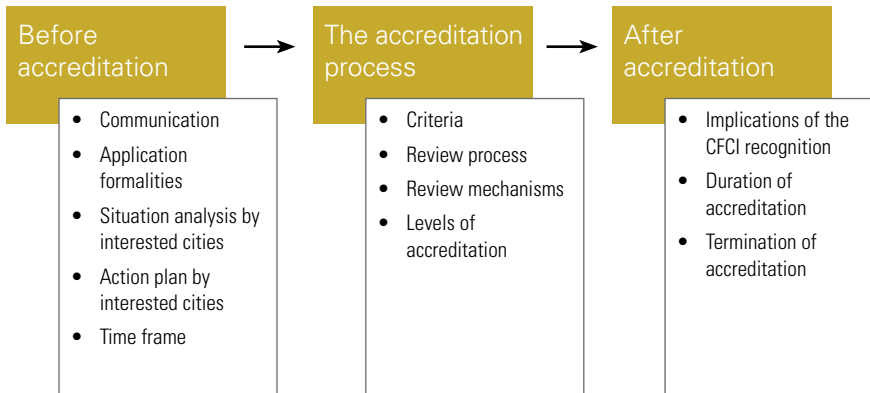
An accreditation process will involve several phases. For each of them your system will need to address a set of questions.



See **Tool No. 6** for a comparative table of different CFCI accreditation systems including a column on the entities involved.



## Chapter 2: What is the most appropriate model for my country?



### 2.3.1 Which conditions and criteria should you establish?

Before setting-up an accreditation system, you will need to determine your pre-conditions, including the expression of interest or other means of selecting the participating cities/communities.

- How will cities/communities know about the initiative? You will need to define how you want to communicate about the initiative. You may do it widely, for example through the internet, social media, relevant organizations and direct letters to municipalities. You may prefer to approach a few municipalities and invite them to join the initiative, especially if you are running a pilot.
- Will you require a formal decision to apply? You may request that the application for accreditation be approved by a relevant authority, such as the mayor or the city council. It may involve a formal decision or a simple support letter.
- Will cities/communities be required to produce a situation analysis? The application file can include an analysis of the situation of children and their rights in the city/community. It will provide you with a baseline from which to measure progress. It also enables you to assess the main issues affecting children and what has been done to address them in the city/community. The National Committee may provide guidelines and/or a list of indicators for conducting the situation analysis. This will help ensure transparent criteria for accreditation. (See **Chapter 3** and **Tool No. 9** for a suggested approach for developing a situation analysis).

- Will cities/communities be required to produce an action plan? You may request the application to include an action plan on interventions to be implemented to make the city/community more child-friendly and address issues identified in the situation analysis. (See **Chapter 3** and **Tool No. 10** for an example of an action plan).
- Will you set a time frame between cities/communities' expression of interest and application? You may set a period during which initial changes are to be made by cities/communities interested in joining a CFCI. For example, it could be 6 months, 1 year or 2 years. This is a way to ensure that cities/communities demonstrate their long-term commitment.

Note that the more complex the pre-conditions for accreditation, the fewer the cities/communities presenting an application, while the less complex the pre-conditions the larger the number of applicants. Pre-conditions can be used to test motivation by cities/communities. They can also be set to attract as many cities/communities as possible. You will need to decide to what extent you are ready to support cities/communities in preparing their application (see previous section), including when this takes a couple of years.

#### Before accreditation: reaching out to aspiring cities/communities

- **Spain:** The first CFCI applicants were members of the Local Network for Children in the region of Madrid.
- **Hungary:** The National Committee issued the first call for applications during the summer of 2015. It was open to all cities and communities in the country and three were selected.
- **UK:** Municipalities were approached and invited to participate and then asked to identify specific services or policy areas to pilot the approach. More municipalities have expressed interest in joining, but the National Committee chose to focus on a limited number to closely accompany the process.
- **Republic of Korea:** The National Committee sends the city the self-assessment tool, translated from UNICEF's global CFCI tools. This provides a checklist for each building block. The aspiring city then submits an application. This will include the self-assessment report and an action plan based on the 10 building blocks. For each issue, it must present its actions and projects in favour of children aged 0 to 18 years. The National Committee recommends a multi-pronged approach in which measures relating to the building blocks are to be planned simultaneously. These measures encompass, particularly, child participation, child impact assessment and the establishment of a child rights unit.





## Chapter 2: What is the most appropriate model for my country?



### 2.3.2 What will be the process for accreditation?

Once you have decided on the conditions for application for cities/communities to receive the CFCI 'label', you need to establish a process for reviewing them. How the evaluation of the application will take place and who will make the final accreditation decision needs to be clearly communicated.



- **Criteria.** You will need to establish a clear list of criteria for being accredited. These may be compiled in a set of indicators that will serve to determine whether the aspiring city or community has reached the requested standards. Indicators will represent the operational translation of the measures to be put in place in the core components defined as part of the framework (see Chapter 4 on the core CFCI components). The process for determining these criteria should be participatory and involve children in particular. It is important to communicate about these criteria and provide guidance to support cities/communities in fulfilling them.
- **Review process.** Primarily, the review process may be done through a desk review of the documentation. The review process can also involve on-site visits to cities/communities to examine what has been done and to interview various stakeholders. It can involve an external evaluation. Some National Committees use a scoring system, in which aspiring cities and communities need to reach a certain number of points to be accredited. This helps standardize the process. Others use a more qualitative method, based on a comprehensive appreciation of progress.
- **Review mechanisms.** The process may involve the National Committee and/or a review committee including external actors. An external review committee will strengthen the legitimacy of the recognition – and possible rejection. Having this external panel will normally reduce the control you have over the process, but it will also reduce the risk of having potential conflictive situations. It can comprise from 5 to 10 members, from civil society, academia and relevant professionals, and include representatives of the National Committee. Evaluation committees can include representatives from local authorities, provided there is balanced political representation and no conflicts of interest. Involvement of children and young people in the process would also be an asset and strengthen the effectiveness and legitimacy of the process.
- **Introducing levels of accreditation.** You may decide to introduce a system to recognize the various levels of progress and commitment by cities/communities. This approach is particularly valuable when your initiative is large and accreditation criteria are less stringent. It also helps create a motivation for cities to keep implementing the framework. Accordingly, a city/community could receive the 'label' 'with distinction' or 'gold status'.



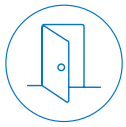
### Levels of accreditation

- **Spain:** The National Committee has developed a 'dual' system. Under this system municipalities can either apply to receive the full accreditation as Child Friendly City (more demanding) or present a concrete practise for the 'Good Practices Award'. Although cities receiving the Child Friendly Cities (CFC) award can also present good practices, the second award is used as a way to encourage cities/communities which are not ready to apply for full accreditation yet.

### 2.3.3 What are the effects of accreditation?

You need to be clear about the implications of the formal recognition. Relevant clauses can be included in the partnership contract signed between the National Committee and the city/ community representatives.

- **Determine the implications of being recognized as a child friendly city/community.** You need to be clear about the rights, entitlements and duties attached to being formally recognized. These include among others:
  - use of the logo;
  - access to a CFCI network;
  - access to tools including documentation and training;
  - obligations vis-à-vis UNICEF in terms of fundraising;
  - duties to keep progressing towards implementation of child rights and the CFCI framework.
- **Set the duration of the accreditation or validity of the 'label'.** National Committees have used timeframes ranging from one year to an undetermined period in which the label is awarded once and not subsequently reviewed. Many, however, use a timeframe of a number of years (around five). Some match the accreditation to the electoral term. Requesting regular renewal, including after each municipal election, acts as an expression of renewed political commitment and is strongly recommended. A limited timeframe also helps address situations in which the city or community has adopted measures at odds with the CFCI framework and principles. In some cases, National Committees may decide that, after cities or communities have been engaged in the process for



## Chapter 2: What is the most appropriate model for my country?



a number of years, they may keep the 'label' indefinitely. If this is the case, you must be cautious and reflect whether that will be in the interests of the National Committee and of the children in that particular setting.



### 2.3.4 What are your possible challenges?

Beyond selecting the approach that best meets your objectives for the CFCI, you need to be aware of possible political implications. Some National Committees choose to give the CFCI 'label' early in the process to recognize the effort and commitment taken by the politician, group of stakeholders or the city. Other National Committees choose to give or renew the 'label' only upon a successful evaluation. In yet other situations the label is given 'forever' at some stage.



An important issue is the removal or non-assignment of the 'label' to a city. For a city or community not to 'pass' the accreditation test may represent a political blow. This may affect its relationship with UNICEF and possibly result in a negative backlash. When the National Committee changes its accreditation process by making it stricter, previously accredited cities/communities may lose their accreditation. This unpleasant situation is likely to antagonize them.



When developing your CFCI strategy, you need to anticipate this problem as a potential risk and have a mitigation plan in place in case it happens. Paying attention to political sensitivities and ensuring that cities/communities with diverse political orientations are included can help prevent such risks. Having a determined duration for the accreditation (as mentioned before) can also help avoid the need to proceed to the removal of the 'label' in the event that there is a fundamental change that involves the non-fulfilment of the criteria.



### An approach to networking and accreditation

- **Republic of Korea:** The National Committee has combined the value of networking – which creates momentum around the initiative – with a stringent accreditation process. An Association for the Promotion of Child Friendly Cities gathers the names of cities interested in joining the initiative. UNICEF facilitates the work of the Association, which is formally chaired by the mayor of an existing child friendly city. Access to the Association requires a formal partnership with the National Committee. It requires the signing of a memorandum of understanding. Member cities have access to a range of guidance tools, support by the National Committee, and networking and knowledge-exchange events. However, only once the cities have attained an adequate level of child friendliness, which is a long process requiring significant commitment, can they be officially accredited and receive the CFCI label.



See **Tool No. 7** for a summary of selected CFCI models.





# Chapter 3: What are the stages involved in setting up a CFCI?

## Overview

Every National Committee will develop its own unique overall approach to the creation of a CFCI. There is not one blueprint and no ideal way of achieving an effective model. Both the model, and process for getting there, will be influenced by multiple factors within each country. These include:

- the political and democratic environment;
- administrative structures;
- population size;
- available resources;
- motivation within the National Committee.

This chapter, therefore, needs to be read together with **Chapter 2** on models and approaches.

The chapter does not suggest a particular approach or methodology. For example, not every country will want to establish a pilot process, or to bring the CFCI to scale across the country. Rather, the material shared here from a number of case studies serves to bring together evidence from the national level to illustrate the very different experiences, ideas and systems introduced in countries where a CFCI has been developed. In so doing, it provides ideas and suggestions that can be considered when introducing, developing or sustaining a CFCI. It also offers reflections on the lessons that have been learned and that can be applied to inform National Committees seeking to introduce or strengthen the CFCI.

The development of a CFCI is an on-going process. The following provides an illustrative guide as to the stages that might inform the process of introducing and sustaining a CFCI.

- **Getting started:** setting up the structures, and systems to establish the CFCI;
- **Scaling up:** rolling out the programme to a larger number of cities/communities;
- **Nurturing and sustaining:** providing on-going support and addressing how and what the National Committee can commit to in the longer term;
- **Learning and review:** introducing a system for learning the lessons, measuring change and revising and adapting the programme to reflect and accommodate accordingly.



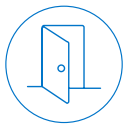
## Tools

- **Tool No. 8:** Suggested approach for developing a situation analysis
- **Tool No. 9:** Example of an action plan – City of Wolfsburg, Germany: Action Plan 2014-2018

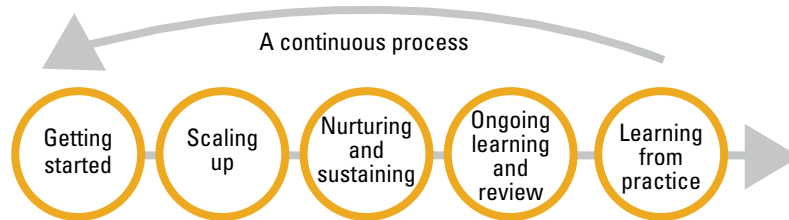


## Further reading

- [Building child friendly cities: a framework for action](#), UNICEF, 2004
- The Child Friendly City Governance Checklist: [www.childfriendlycities.org](http://www.childfriendlycities.org)
- [Case studies](#)



# Chapter 3: What are the stages involved in setting up a CFCI?



A balance needs to be struck between ensuring the broadest possible expertise and buy-in while maintaining a size that is manageable. Representation from the National Committee can be invaluable at this stage. Your participation will enable you to follow the piloting process at close hand. You can provide detailed evidence on what is working and what needs to be adapted to improve and/or scale up the process, where this is anticipated.



## 3.1 Getting started

Once you have addressed the preparatory questions explored in Chapter 2, the next step is to set up the necessary procedures to begin the initiative.



### 3.1.1 Setting up the coordination of a CFCI at municipal level

After selecting the cities or communities, there are three key steps to be taken to establish the structures at local level:

1. The National Committee must obtain the buy-in and commitment of the local political leadership. Political support and endorsement at the highest level is vital for the success of the CFCI.
2. Identify a local CFCI focal point. This person will take responsibility for coordinating or leading the CFCI locally. It is very important for this person or group to be knowledgeable about child rights. The focal point needs to be in a strategic position vis-à-vis the local administration. The focal point must be able to raise both awareness and support for the CFCI internally and to give a voice to children in decision making.
3. A committee or steering group will also need to be established within each city or community, with overall responsibility for running the pilot. This body will be critical to the success or failure of the initiative. Therefore, the selection of members is of key significance. The body needs to include:
  - key members of relevant departments within the municipality and representatives of children’s NGOs;
  - civil society groups;
  - representatives of professional groups;
  - possibly, private sector and media representatives;
  - children (see **Chapter 5** for details on the involvement of children).



### Models of coordinating structures

- **Finland:** The city/community appoints a coordination group responsible for guiding the development process. The National Committee recommends that the group be cross-sectoral in composition, both in the vertical and horizontal dimensions of the municipal organization. It is recommended to include civil society actors in the group. Also, the group must be in regular contact with children and youth and provide them with opportunities to participate as individuals or members of groups in different parts of the process.
- **Germany:** The CFCI framework requires a Steering Group to be established by the city/community at the very beginning of the process, at the latest during the development of the action plan. It usually comprises 10 to 25 people, including stakeholders from various fields/sectors within the municipality. Children are usually represented in the Steering Group. Importantly, the agreement signed by the municipality when applying to becoming a child friendly city/community includes a statement saying that a Steering Group will be set up.

### 3.1.2 Deciding the principled framework for a CFCI

The CFCI needs to be rooted in a core set of principles and a framework of anticipated activities. Some National Committees have used the original nine building blocks, but many others have adapted them to accommodate the circumstances in their own country. (See Chapter 4 for more information on building blocks or core components.) Regardless of how the core components are framed – as ‘building blocks’, ‘themes’ or ‘areas’ – the most important thing is that they can be translated into practice by stakeholders at the city/community level. CFCI models usually develop a series of guiding questions, checklists, assessment tools and/or indicators based on each of the chosen core components. Once the overall approach is determined, you will need to develop a framework document or concept note. Promotional materials, providing an accessible and informative overview of what is being proposed and why and how it is intended to move the initiative forward, are necessary.



## Chapter 3: What are the stages involved in setting up a CFCI?



### National Committee guidance tools on implementing the core components

- **France:** If the city is granted the CFCI title, a partnership contract between the city and the National Committee is prepared. This 'Objectives Agreement' selects three priority areas from among the '10 key thematic areas' for the city to focus on developing as part of the partnership. These areas are determined based on the strengths identified in the city's application.
- **Hungary:** On receiving accreditation and signing the contract with the National Committee, municipalities must submit a plan of action. This will detail how they will implement their own CFCI programme within the framework of the building blocks. To guide the process, the National Committee has developed a set of indicators. These the applicants are expected to fill out and submit as part of their application.
- **Germany:** Two documents have been produced that are given to cities interested in the CFCI. These inform them what it is about. These documents, which, provide support for implementing the initiative, comprise a Guidance Document and a statement of the official principles for implementing the CFCI. Both of these documents are centred around the four themes highlighted in the situation analysis;
  - the situation of the child in the city;
  - the regulatory framework;
  - child participation;
  - information;
  - public relations.

#### 3.1.3 Training key stakeholders

The members of the steering group and other local stakeholders who will be involved, need to be provided with training on the CFCI. The training does not have to be provided by the National Committee itself. There may be other partners better placed to offer this to local cities/communities. The training might include an introduction to:

- how a CFCI works;

- child rights and the child rights approach;
- the framework and principles being promoted by the National Committee;
- the proposed methodology and timeframe.

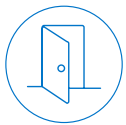
### Training for stakeholders

- **Republic of Korea:** The National Committee is planning to extend the substantive support it provides to cities/communities, beyond facilitation of the network. The members of the Association of Municipalities for the Promotion of Child Friendly Cities expressed a willingness to learn how other cities are developing a CFCI and requested a more practical roadmap. The National Committee, therefore, plans to organize training and networking events for mayors and government officials. Exchange of information and best practices will be taking place through ongoing meetings, workshops and forums within the CFCs' network.
- **Spain:** The training of key stakeholders has been included as part of the ongoing training programme of the National Federation of Municipalities and Provinces (FEMP), which is a national partner of the initiative. The costs for the training are included within the FEMP budget, so neither the National Committee nor the municipalities have to pay for it. This has been significant in a period of severe economic crisis. It also means that the information reaches all the municipalities in the country (more than 8,000) automatically every year as part of the overall training plan.

#### 3.1.4 Situation analysis

Once the CFCI structure is in place, one of the first tasks will be to undertake a situation analysis. Many National Committees require that the situation analysis is then used as the basis for developing the CFCI action plan. The process of data collection provides critical information from which to determine the design and focus of the CFCI programme at the municipal level, and to develop the CFCI action plan. For example:

- it enables the municipality to find out what is happening in children's lives;
- it highlights the most significant areas of concern for children and where they want change. Are they concerned about:
  - poor and expensive public transport?



## Chapter 3: What are the stages involved in setting up a CFCI?



- lack of sexual and reproductive health services?
- lack of sports facilities?
- dangers and risks to their safety at night?
- the quality of their education?



- it provides an evidence base from which the city/community can subsequently assess what progress has been made.

The situation analysis can also be used as the starting point for a baseline assessment to help monitor and evaluate the effectiveness of the CFCI. (See [Chapter 8](#) for more information on situation analyses or baseline assessments).



### Setting up a situation analysis

- **Republic of Korea:** In Wanju, the situation analysis took place in 2015. It reviewed the 10 building blocks making up the CFCI framework in the country. It relied also on the self-assessment toolkit provided by UNICEF combined with regional characteristics. Parents were significantly involved through pilot interviews with 20 parents, and a series of meetings took place in schools and day care centres. Children also participated through preliminary interviews with 30 interviewees as well as questionnaires. A total of 1800 questionnaires were sent to 30 elementary schools leading to about 600 responses. In all, 500 adolescents and 600 parents (200 of whose children were in day care, 200 of whose children were in primary school and 200 parents of adolescents) were surveyed. The sampling involved randomly selecting one class in each school of the city. A university professor, together with a group of students, drafted a comprehensive analysis, which served as the basis for Wanju's application as a child friendly city.
- **Poland:** A template for the situation analysis has been developed by the National Committee. It focusses on eight elements:
  - education and child care;
  - health and prevention measures;
  - foster care;
  - protection and safety;
  - urban planning and traffic system;
  - disability;
  - material conditions and poverty;
  - sports culture and entertainment.



This template has two uses. It can be used for the situation analysis at the start of the CFCI implementation process to assess the current situation of children in the municipality. It can be used also as a monitoring tool. Following this, an action plan will be developed by each municipality.



See [Tool No. 8](#) on a suggested approach for developing a situation analysis

### 3.1.5 Developing and implementing an action plan

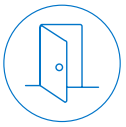
The steering group will need to develop an action plan to inform and guide the CFCI process. The degree of independence for the municipality in this process can vary. With some CFCIs, the orientation of the action plan is guided strongly by the National Committee. In others, there is more flexibility for the municipality to design this according to their own situation. The action plan may be based on a local situation analysis, the template for which can also be provided by the National Committee.

See [Chapter 4](#) for more information on action plans.

If you are undertaking a pilot, it is normally sensible to try to keep the action plan focussed on a limited number of discrete activities that can be closely monitored and completed within a relatively short time. The length of the actual pilot can vary according to its size and the resources available, but typically it might be around two years. This gives sufficient time for the organizational structures to be established, people to be trained and for the programme to be implemented.



See [Tool No. 9](#) an example of an action plan – City of Wolfsburg, Germany: Action Plan 2014–2018



# Chapter 3: What are the stages involved in setting up a CFCI?



## 3.1.6 Reviewing outcomes

Once the action plan has been implemented and a participatory assessment made of both its impact and the effectiveness of the methodology, the process will need to be revised by the National Committee. The process needs to reflect the findings and the National Committee needs to prepare the relevant documentation and structures for improving and/or scaling up the process.

See **Chapter 5** for more details on the evaluation process.



## Establishing a CFCI pilot

Some initiatives decide to start the process with a pilot to assess or even promote possible interest. The pilot helps explore the potential for the CFCI to promote child rights. It helps to test out the methodology being proposed and suggest adaptations along the way. It can also be used to determine possible accreditation processes.

There is no single correct model pilot programme. It will depend on many factors, including the available resources and expertise, and the ultimate expectations for scale. Some National Committees choose to work with one or several selected cities, others put out a call for tenders to participate in the pilot. Some pilots will be designed primarily to test out the materials and processes, in which case they can be undertaken in a relatively short time. Others might want to use the pilot more rigorously to assess whether or not a CFCI can actually make a positive difference in children's lives. In this case it will need to be established over a longer timeframe.

- **Germany:** A pilot was established in six cities through an agreement between the National Committee for Germany and an NGO, the German Children's Fund.
- **Poland:** It was decided to carry out a pilot in two cities in the country, one large and one small.
- **UK:** The National Committee decided to pilot a three-year action-research programme focussing on five municipalities. Initial research sought to identify gaps and service areas where outcomes for children were particularly poor or where municipalities felt they could do better. The programme then concentrated on these specific service areas. It sought to test the theory that embedding a child rights approach in these services would lead to improved service delivery, and in turn improve outcomes for children. The municipalities were selected from a list of twenty which were approached directly by the National Committee and invited to express an interest in participating.



- **Finland:** A decision was taken to prepare a two-year pilot to understand if and how a CFCI could add value to the work of the municipalities. It would also test how the National Committee could use it as a tool to advocate for implementing child rights at the municipal level. The pilot was to be both a learning experience as well as a starting point. The pilot took place in one city, which was selected for four reasons:
  - the city was already involved in implementing child rights programming;
  - there were established contacts for children's issues in the city;
  - it was a medium-sized city, which was considered appropriate for the pilot;
  - it was close to Helsinki, where the National Committee is based.

This made it easier to keep in close contact with the city officials, including via several visits per month. The key success issue for the Finnish CFCI was a genuine pilot for experimenting and learning about the process. For example, the adaptation of the nine original building blocks, and development of new ones adapted to the Finnish reality, were all developed during the pilot phase.

- **Republic of Korea:** The programme began through a window of opportunity, when a local mayor expressed interest in building a city friendly to children, rather than a broader strategy. But this subsequently led to a commitment to an expanded model. The actual development of the CFCI resulted from an initiative by the Ministry, which approached the National Committee for the CFCI during the development of the National action plan. The final plan recommended the adoption of the substantive components of a child friendly city, further prompting interest for the initiative among municipalities.

## 3.2 Scaling up

If you decide that you want to scale up from your initial programme, it will be necessary to consider the following questions.

### 3.2.1 How large do you want the CFCI to become?

You need to determine what size of initiative you would like to see develop in your country and what size is feasible in reality. The models that National Committees have adopted



## Chapter 3: What are the stages involved in setting up a CFCI?



depend on strategic choices. Among these are the objectives and motivations for setting up a CFCI and the available internal resources. The size of your CFCI will be closely related to the role you decide to take on – whether strongly participatory or more focussed on a standard setting. It varies significantly from one model to the next. It can range from just a few cities/communities to several hundred. Would you prefer to have closer contact with municipalities? Do you want to be able to respond to individual requests? Do you want to visit them all on a fairly regular basis? Would you prefer to adopt a more independent approach? Depending on the approach chosen, you can provide guidance and develop templates for baseline assessments or regular M&E. You can promote meetings or conferences between cities/communities. You may not, necessarily, be able to maintain regular contact with the municipal officers or visit all cities every year. Your final strategy depends on the priority objectives you have set for the CFCI.

- **A small initiative:** Some National Committees have decided to keep the CFCI small. This decision may be a consequence of limited resources and/or from a deliberate long-term strategy. In these cases, the quality of the local initiative is usually the priority. The National Committee may plan to set a high standard and keep a close relationship with cities/communities rather than expand. It may seek to first develop a strong pilot case for the future scaling up of the initiative. It may also intend to demonstrate the value of the child rights approach to be taken up by others, beyond CFCI. This approach may be used by other local entities or to inform the country's development cooperation for example. Here, the National Committee is usually involved in a close follow-up with implementing partners at the local level, which it accompanies virtually on a daily basis. However, under this approach the National Committee may need to be prepared to refuse offers from cities/communities having expressed interest in being involved.
- **A large initiative:** Other National Committees have developed CFCIs with dozens, even hundreds, of cities/communities. Often, the decision to ensure wide geographic expansion was taken early on, as part of the strategy the National Committee has implemented. In such cases, the visibility of the initiative and willingness to create a critical mass around the CFCI and UNICEF's brand is a determining factor. In these circumstances, the National Committee's role primarily consists in facilitating networking among cities/communities, producing tools for generic use and deciding on the label or recognition. Some level of follow-up and impact assessment may also take place depending on the local context and the National Committee's available resources.
- **A mid-way approach:** Yet other National Committees have sought approaches mid-way between these two, with a staged approach to receiving the label. Accordingly, cities/communities may express their intention to become child friendly. But only a few receive accreditation, as and when they meet the high standards. In such cases,

the National Committee's role includes both providing extensive support to cities/communities at the most advanced stage in the process, and facilitating a network of aspiring cities.

### Small or large scale: different options

- **Poland and the UK:** The National Committees made a conscious decision to concentrate on a very limited number of local entities. This decision was taken to develop a model and decide at a later stage on whether to expand it further or keep it small. In both cases, the objective was to support the development of high-quality models that can be replicated and serve as the basis for further development of the initiative. However, these National Committees do not necessarily plan to significantly scale up the initiative geographically in the immediate future given their limited resources. They have made the decision to develop localized programmes and keep the focus on quality. This incremental process allows for the building of an evidence base of effectiveness to make the case for growth. Although more local entities are interested in participating, the National Committees have maintained a limited geographic scope.
- **Finland:** Currently, there is in-house discussion and different perspectives about where to take the CFCI next. One perspective is to either keep the CFCI small or to have a larger team, in order not to lose the participatory approach. One consideration is that a larger initiative would not necessarily add value to the advocacy work (i.e. provide more key messages). If the Committee is to be there for every child, this will not necessarily be achieved through the committee's presence in every municipality. The National Committee believes that increasing the number of partnering municipalities would lead to a thinner presence and hence, thinner results. Given current resourcing, a presence in every municipality would mean the National Committee would not be able to visit all of them every year. This is why, from an advocacy point of view, reaching all municipalities is neither realistic nor cost-efficient. Instead, the experiences and findings from the partnering municipalities need to be translated into national recommendations or the like, and these can then be advocated for nationally.
- **France:** The CFCI started in 2002, building on a partnership between UNICEF and the Association of the Mayors of France (AMF). In 2003, an application process was established and a communications campaign launched. In 2004, a CFCI network was created and a dedicated website established. The following years saw the adoption of a common framework based on the nine building





## Chapter 3: What are the stages involved in setting up a CFCI?



blocks and an action plan to guide municipalities. The programme also expanded to child-friendly departments, the local administrative level immediately above municipalities. From the outset it adopted a strategic approach to a large-scale programme. The objective was to create a large movement in favour of children's rights in the country. Having a large number of participating cities was seen as key to the visibility of the movement and, ultimately, its leverage in policy making. In 2002, 12 cities abided by the initiative, while by 2003 the number had grown to 32 and it reached 264 cities and four departments by 2013. Today, the initiative involves approximately 200 cities.

- **Portugal:** The large number of interested municipalities led the National Committee to expand the scale quickly. To respond effectively to demand, it provides group rather than individualized support.

### 3.2.2 How can you attract interest?

In order to scale up, it will be necessary to attract interest. In some countries, this is done by issuing a call for cities or communities to apply to participate in the initiative, with some countries offering a prize. For some, recognition as being child rights friendly is the primary motivation. For others, the attraction is the formal recognition by, and association with, UNICEF. In Germany, for example, a number of cities that wanted to attract families to settle there saw the CFCI as a strategic opportunity to further this goal.

Interest can be generated if the national government is enthusiastic about the initiative and lends its support and engagement. Sympathetic media coverage can also significantly enhance outreach and interest.

### Approaches to attracting interest

- **Portugal and Hungary:** The National Committees sought expressions of interest from cities to participate in the initiative. The CFCI is used to motivate a large number of cities to do better in realizing child rights locally, following the CFCI framework. As a result, even though the initiative is very new in both countries, the CFCI has drawn interest from a significant number of municipalities. These are likely to interact and network to strengthen their interventions. In this context, the National Committees act as network facilitators, making tools available to a large audience, rather than as advisers to specific cities.

- **Republic of Korea:** To scale up the CFCI, the National Committee has focussed on spreading information and communicating about CFCI with municipalities and creating an association of aspiring cities. One objective is to make the initiative known and implemented. Another is to ensure that only cities that have demonstrated a high level of compliance with the criteria receive the accreditation. It held an introductory session during a forum on child rights in 2015 to which all 243 municipalities nationwide were officially invited. The initiative has received formal recognition at the national level. The Ministry of Health and Welfare included the CFCI in its 2015–2017 National Action Plan for Children.

### 3.2.3 What national structures are needed to support CFCI?

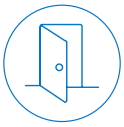
The role of the National Committee is critical as the CFCI begins to grow and become established in an increasing number of cities/communities. Many programmes at this stage begin to build a national coordinating structure to manage the process of scaling up and providing support.

See [Chapter 2](#) for more information.

### 3.2.4 What tools and resources are needed?

Every municipality will need significant support to establish and sustain the initiative. National Committees need to consider the following:

- Training and capacity building for all key participants in the management and delivery of the CFCI as an ongoing programme. In addition to the initial training, as programmes develop, it will be important for the National Committee to be aware of specific subjects that should be targeted in the training. It will be necessary to develop both training packages and/or other resources to inform the local implementation.
- Creation of a guidance tool comprising:
  - the core principles of CFCI;
  - child rights and child rights approaches;
  - setting up the management structures;
  - children's participation;



## Chapter 3: What are the stages involved in setting up a CFCI?



- how to undertake a situation analysis;
- how to develop an action plan;
- M&E;
- guidelines for the application of the certification label;
- creating a network to promote horizontal exchanges and learning.



### 3.3 Nurturing and sustaining a mature programme

Once the CFCI has been scaled up, the National Committee needs to consider the future role of the initiative and the ongoing development of the programme, including:

- increasing the number of cities/communities;
- maintaining oversight or handing-over to an independent body;
- developing a rolling programme of review of existing cities/communities to ensure continued compliance with agreed standards;
- developing a national CFCI network, which can serve to train, support and build capacity among new applicants for CFCI status;
- determining the level of support required.



In light of the experiences of existing initiatives, the resources needed from a National Committee to sustain a mature CFCI programme include:

- **allocating staff time at the national level.** The number of staff and the hours required will obviously depend on the scale of the programme and the means of financing it;
- **ongoing capacity building.** As indicated earlier, a rolling programme of capacity building is needed to maintain the skills and expertise among both existing and new applicants for CFCI status;
- **sustaining funding.** Is there a strategy to identify possible funding streams to continue and potentially expand the initiative?
- **developing a team of volunteers.** Many initiatives recruit and train volunteers who are able to support the CFCI at the local level.



#### CFCI support and capacity building

- **Germany:** The German Children's Fund (NGO) has developed a training package on child participation facilitators. The CFCI coordinating body recommends cities/communities to take part in it, but it is only delivered upon the request of the municipality.
- **France:** As there is a very large programme, two full-time project officers are employed to manage the initiative, with two additional staff having part-time responsibilities for aspects of the work.

### 3.4 Ongoing learning and review

It is important to capture the learning emerging from the CFCI from the perspective of both the National Committee and the individual initiatives. This learning, which will be enhanced through an ongoing M&E process to assess the impact of the CFCI. This will enable programmes to build on strengths and adapt and revise their work to address weaknesses. Consideration in this learning and review process could include the following questions:

- **Learning for the National Committee:** What forms of support for CFCI have been effective and why? What has worked in terms of attracting interest to the initiative? What have been the most significant barriers and how have they been addressed? Are there additional opportunities for gathering support including financial, personnel, organizational and media support? Has the programme been of value in terms of the wider goals of the National Committee, including advocacy, general awareness of child rights, and fundraising? For example, has the CFCI opened up new avenues for fundraising? What are the benefits/losses associated with growing the initiative? How might they be mitigated? (See [Chapter 2](#) for more information on fundraising.)
- **Learning for individual cities/communities:** What has changed for children? What factors were more effective in creating and sustaining those changes? Has the commitment to children's participation been effective and could it be strengthened? Has the organizational structure supporting the CFCI been effective and could it be strengthened? Does the initiative need to bring in new partners/stakeholders? What is their perception of the guidance and support received through the process? (See [Chapter 8](#) for more information on monitoring and evaluation.)





# Chapter 3: What are the stages involved in setting up a CFCI?



## 3.5 Learning from practice

A number of important lessons regarding the setting up of CFCIs in countries with a National Committee presence have emerged from the experiences to date. They offer some valuable perspectives to reflect on when designing and implementing a programme.



- **The relationship between cities/communities and UNICEF.** It is important to be clear and transparent about the language used to describe the relationship between the National Committee and the local municipality in the development of a CFCI. There can be significant sensitivity in the way the relationship is constructed and perceived. The following reflections emerge from the case studies:
  - Most National Committees prefer to describe the relationship as a partnership, rather than defining municipalities as ‘members’ of a national initiative. This presents the initiative as a joint, two-way effort, rather than one being ‘owned’ by UNICEF alone. However, where there is an accreditation process, it is inevitable that there will be an imbalance of power in which UNICEF is in a position to judge the local initiative.
  - Many cities/communities do see added value in the partnership with UNICEF and actively seek the ‘branding’ that recognition affords them.
  - Interference by UNICEF can be perceived as inappropriate. In one instance quoted by the National Committee in a particular country, UNICEF offered to accompany one city to support it in strengthening its child rights approach. Elected officials rejected the support on the grounds that they were the ones elected to decide on the city’s policies and UNICEF should not interfere in local decision making.



### Relationships between National Committees and local CFCI

- **France and Spain:** The CFCI gives significant visibility to UNICEF at the local level. City plates on roads at the entrance(s) of each accredited city/community have the UNICEF logo together with the CFCI logo.
- **Republic of Korea:** The National Committee has built on a number of convergent supporting factors to develop the initiative, which has contributed to its attractiveness. UNICEF is well-known and has a very positive image in the country. As a consequence, requests to participate in the CFCI have enabled UNICEF to draw on a high level of trust. Furthermore, the positive association of UNICEF as a UN organization serves as a powerful incentive to participate in the CFCI.

- **Support for cities/communities at local level.** Most National Committees do provide dedicated resources to develop and support the cities/communities. Many allocate specific staff posts and also use networks of volunteers operating at the local level to add capacity to the process. This support is vital to the success of the programme. Successful programmes are characterised by both national commitment of time and resources, together with the recruitment, training and support for local volunteers to strengthen and sustain the process. UNICEF’s engagement at the local level is critical. National Committees need to appoint dedicated staff backed by a budget to ensure effective implementation of the initiative. The responsibilities might include:
  - obligations to build partnerships;
  - communicate about the initiative;
  - produce guidance tools;
  - make the network vibrant.
- **Understanding the implications of being a CFCI.** The objective of implementing a CFCI is for National Committees to improve the lives of children. To achieve this goal, it is important to ensure that everyone involved in the implementation of the CFCI is familiar with children’s rights and the child rights approach. This may require investment to ensure that:
  - all municipal staff are fully aware that the city they work for is a child-friendly one. While the city’s partnership with UNICEF is often well-known, given the high visibility fundraising events, officials do not necessarily make the link between their own work and the CFCI framework. The connection between the CFCI and the child rights approaches to policy making needs to be obvious to all those involved;
  - all staff working in initiative should fully understand the concept of a CFCI and what it is seeking to achieve. In Germany, for example, it proved difficult to explain that the CFCI development and implementation process is not about single projects for children, but a general comprehensive change in the understanding and implementation of child rights at all levels of the municipality. Some municipalities question why they should invest such a large fee for becoming part of the CFCI instead of investing it in a specific project. The strategic dimension of the CFCI, therefore, needs to be stressed and properly explained and elaborated for all relevant municipal staff early on in the process.

It is necessary to invest significant resources into the process of capacity building. This activity needs to be recognized as an ongoing requirement and not simply a one-off activity at the outset of an initiative. Without a genuine understanding of child rights and child rights approaches, it is not possible for a CFCI to construct, implement, monitor or evaluate whether it is achieving real progress in the realization of child rights.

# Chapter 4: What are the core components of CFCI?

## Overview



Local level implementation of CFCI needs to be guided by a series of **key principles**:

- the Convention and the child rights approach
- equity
- ownership and participation
- sustainability
- accountability
- flexibility/adaptability

These overarching principles enclose a series of **core components** that make up child friendly cities/communities in practice. Core components vary from country to country, but tend to include nine elements, which can be conceptualized as a 'house'.

This list of suggested core components is based on an analysis of the original UNICEF CFCI nine 'building blocks', specifically in the National Committee context. National Committees have either adopted or adapted the original building blocks.

CFCI models usually provide a series of guiding questions, checklists, assessment tools and/or indicators based on each of the chosen core components. These tools facilitate the translation of the core components into practice by stakeholders at the city/community level.

- It is not necessary to follow exactly the original UNICEF CFCI nine 'building blocks'. However, it can be useful to consider their relevance in the local context and adapt them, and their supporting tools, as necessary.
- A balance needs to be struck between providing detailed checklists/indicators for each core component and not overwhelming local implementers.
- CFCI action plans are usually based on participatory assessments using the more detailed checklists/indicators for the core components. This process allows locally relevant issues to be prioritised. But it is important not to lose the overall, holistic focus of the CFCI, which should be implementation of child rights at the local level.



## Tools

- **Tool No. 10:** How have National Committees adapted the original CFCI 'building blocks'?
- **Tool No. 11:** Comparative table of National Committee CFCI core components



## Further reading

- [UNICEF CFCI building blocks](#)
- [The Media and Children's Rights, guidelines produced in 2005 for UNICEF by Mediawise](#)
- [Case studies](#)



# Chapter 4: What are the core components of CFCI?



## 4.1 What are the key principles that need to underpin CFCI at the local level?

Regardless of the specific model or approach chosen by the National Committee, implementation of a CFCI at the local level needs to be guided by a series of key principles. These principles include the child rights approach, as outlined in **Chapter 1**, along with other good governance principles. Good governance is critical in relation to a CFCI. Indeed, the CFCI was initially promoted as local governance for children. By showing what good governance means for child rights at the local level, it can then be expanded to the national level.

Characteristics of a good quality CFCI include commitment to:

- A. **The Convention and the child rights approach:** A CFCI is a concrete means for translating the Convention at local level. This is done by raising awareness of the Convention and child rights in general. It requires applying the specific principles of the Convention, such as participation and non-discrimination, and using the child rights approach, including through child rights impact assessments.
- B. **Equity:** Applying the Convention and implementing a CFCI is about creating equal opportunities for all children. To do this, the CFCI must identify who are the most marginalized and vulnerable children. It must assess how they are being reached and involved, and assess whether their rights are being respected on an equal basis with others.
- C. **Ownership and participation:** Appropriate and non-discriminatory involvement of all relevant stakeholders through collaborative processes and partnerships is essential. This ensures the relevance, quality and sustainability of any CFCI. Advocacy and capacity building are likely to be necessary.
- D. **Sustainability:** This is only possible through stakeholder engagement and ownership. A CFCI needs to be politically and programmatically sustainable as much as possible. It must also be sustainable in terms of human, financial, material and technical resources. This may require strong partnerships, advocacy and capacity building and good quality programme cycle management, particularly M&E, to prove the impact.
- E. **Accountability:** The programme should clearly identify who is responsible for what through mutually agreed terms of reference, memoranda of understanding and partnership agreements. A CFCI steering committees, representative of key stakeholders and including children of appropriate ages, should monitor implementation. The groups should hold each other accountable for both the progress and impact of the initiative.



- F. **Flexibility/adaptability:** Ensure that programme cycle management approaches and processes are flexible enough to be able to anticipate and respond to changing circumstances. This includes capitalizing on positive opportunities, such as media events, and dealing with any threats to the initiative.

## 4.2 What are the core components of CFCI at the local level?

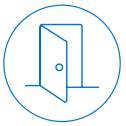
The 2004 UNICEF paper [Building Child Friendly Cities: A Framework for Action](#) identified nine 'building blocks' for a local system of governance committed to fulfilling child rights:

1. children's participation;
2. a child-friendly legal framework;
3. a city-wide children's rights strategy;
4. a Children's Rights Unit or coordinating mechanism;
5. child impact assessment and evaluation;
6. a children's budget;
7. a regular State of the City's Children Report;
8. making children's rights known;
9. independent advocacy for children. Each building block was supported by a checklist to provide further guidance.

Based on years of practical experience, National Committees have often adapted these original building blocks to their specific contexts.



See **Tool No. 10** for examples of how National Committees have adapted the original nine building blocks.



## Chapter 4: What are the core components of CFCI?



### Roof:

*(interventions that are key to ensuring quality and impact, therefore completing and protecting the whole initiative)*

9. Independent accountability mechanisms for child rights, for example NGOs or ombudsman-like institutions representing children's interests
8. Monitoring and evaluation - including state of the city community's child rights reports

### Bricks & mortar:

*(ways of working that are essential to make the initiative successful and that will hold everything together)*

7. Communication and public relations strategy
6. Leadership, coordinating mechanisms and partnerships

### Rooms:

*(basic/essential content that each initiative needs to accommodate. Each National Committee or city/community can add other issues based on their specific priorities)*

5. Equity, inclusiveness and non-discrimination – mechanisms, opportunities and culture of respect
4. Children's participation – mechanisms, opportunities and culture of respect

### Foundations:

*(basic 'foundational' approaches or activities at the core of the initiative)*

3. City-wide strategy or action plan for child rights with supporting budget
2. Making child rights known and understood by adults and children
1. Child rights policy and legal frameworks at municipal level



See **Tool No. 11** for a comparative table of National Committees' CFCI core components.

To avoid confusion with the original nine 'building blocks', this Toolkit uses the term 'core components' to refer to key areas that make up a CFCI in a National Committee context. The core components of a CFCI can be conceptualized as elements of a 'house'.



# Chapter 4: What are the core components of CFCI?



## 4.3 How are the core components implemented at the local level?

The following sections outline each of the core components in turn, illustrated by examples of implementation in practice.



### 4.3.1 Child rights policy and legal frameworks at municipal level

There is general agreement on the need for a policy and legal framework for the implementation of child rights. A significant challenge in a CFCI implementation relates to the distribution of competencies among local levels of administration. This is a set of issues which neither UNICEF nor the CFCI framework can readily address. CFCIs operate in an environment shaped by national and regional policy and legislation. The core component for a CFCI, however, comes into play at the local level of action. It addresses what national and regional frameworks mean for child rights at the city/community level. The ability to influence policy and legislative frameworks at the local level will depend entirely on the degree of devolution of autonomy to the local level. Where there is limited or no autonomy to influence such frameworks, there may still be some flexibility in the way municipalities can interpret and implement them at the local level in practice. Failing even this, if there is no discretion at all regarding implementation of these frameworks, there is nevertheless scope in the local CFCI implementation to identify and analyse the impact of such frameworks on child rights locally, for better or for worse. In this situation, evidence needs to be collected for national-level child rights advocacy as necessary.



- **What does national level policy and legislation mean for CFCI locally?** Commitment to implement the Convention, via legally binding ratification, resides at the national level. In all countries there will be at least some existing national-level policies and legislation relevant to child rights. These clearly need to be taken into account during the analysis of the local level child rights situation. In other words, there is a need to identify how national-level policy and legislation impacts both positively and negatively on the enjoyment of child rights locally. This will set the overall parameters – both opportunities and constraints – for what interventions are possible locally. Also, it will provide evidence for child rights advocacy at different levels.

### Impact of national-level policy and legislation on a CFCI

- **Finland:** The National Committee has chosen to use the National Equity Act and the Concluding Observations of the Committee on the Rights of the Child to inform the development of the 10 CFCI building blocks for Finland. This was seen as a means to facilitate implementation of national legislation at the local level.

- **What does regional/state/provincial level policy and legislation mean for a CFCI locally?** In some countries, policy and legislation are set at a sub-national level, for example ‘states’ within a federal system, or geographical districts grouping a few – or many – municipalities together. Where relevant, these parameters also need to be taken into account, the same as for national-level frameworks. In some cases, National Committees have taken a deliberate decision to implement a CFCI at this level, as well as that of individual municipalities.

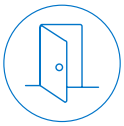
### A CFCI at the provincial level

- **France:** After a few years, the programme was expanded to also include ‘child-friendly departments’, the local administrative level directly above municipality. In 2002, 12 cities adhered to the initiative, expanding to 264 cities and four departments by 2013.

- **How can CFCI directly influence municipal level policy and legislation?** In some countries there is flexibility to actually develop policy and some degree of legislation at the municipal level, for example through local by laws. In these cases, a CFCI is ideally placed to influence these decisions for the benefit of child rights implementation. One way to ensure policy and legislation is child friendly is to introduce child rights impact assessments.

### Influencing local level policy and legislation, including through child rights impact assessments

- **Republic of Korea:** The National Committee supports municipalities in reviewing and enacting legislation to promote child friendly cities/communities. The National Committee requests that municipalities adopt an ‘ordinance’ on CFCI. The objective is to give a legal framework to municipal action and ensure that a dedicated line features in the budget thus ensuring the initiative is properly resourced. The National Committee is working in partnership with an NGO and a consulting company to develop a methodology and guidance on child impact assessments.
- **Finland:** The National Committee has prepared a guidance note on child rights impact assessment for municipalities. It consists of eight steps. The guidance was developed in the context of a CFCI workshop that took place in 2015.



## Chapter 4: What are the core components of CFCI?



- **Canada:** The city of Edmonton has developed a child impact assessment tool called the '[Child Friendly Lens](#)'. The objective is to help decision makers understand how their policies, decisions and actions affect children by answering a key question: What are the likely positive and negative impacts of a policy or activity on local children – including particular populations of children – and what are the alternatives that might mitigate these impacts? When a policy or programme is to be adopted, a self-assessment tool, based on the lens, is available to review how the new measure affects some or all of these five areas:
  - children have voice, influence and understand responsibility to themselves and others;
  - children feel safe and are protected;
  - children join in and participate freely;
  - children play, have fun, make friends and develop skills;
  - children feel welcome, respected and have a sense of belonging.

### 4.3.2 Making child rights known and understood by adults and children

Experience shows that to make a lasting difference in the lives of children it is important to foster genuine understanding of child rights and the child rights approach. It is also necessary to build the capacity of all adults and children to implement these in practice. Municipal personnel, professionals, civil society organizations, parents/caregivers and children need to not just know about child rights. They must really understand the concepts and be able to put the child rights approach into practice in everyday situations. This requires significant and sustained capacity building, particularly up-front for local level CFCI implementing partners. These then need to identify how they will roll this out as part of the initiative.

### Local level child rights education and capacity building

- **For children:** In Regensburg and Weil am Rhein, Germany, a 'Child Rights Suitcase' is available at the children's office in the municipality. It contains various ideas and methods for discussing child rights with children. It is available to teachers to use with three age groups – early childhood education settings, and children aged 9 to 12 years and 12 to 15 years in schools. In Wanjū, Republic

of Korea, there are plans to open a 'children's council school' in mid-2016. This school will provide training sessions to council members on the Convention, the CFCI, the right to participate and how to voice one's opinion and have it reflected in decision making.

- **For adults:** In Hanau, Germany, a 7-hour training programme was organized for around 20 teachers from all the primary schools in Hanau in February 2016. Seongbuk, Republic of Korea, has developed a training programme for CRE among municipal staff, local government employees, social workers and school employees. The training comprises three sessions of four hours each and uses an interactive methodology. The UK National Committee supports municipalities with an extensive 'child rights in practice' training. This includes specialist accredited modules for professional groups, such as elected members, social workers and commissioners. Nearly 1,000 professionals have been trained by the National Committee during the pilot.

See **Chapter 1** for further discussion on child rights and **Chapter 2.1.3** on how to capitalize on links between CFCI and National Committee work on CRE.

### 4.3.3 City-wide strategy or action plan for child rights with supporting budget

'Strategies' or 'action plans' are the main vehicles for implementing the national CFCI framework by municipalities and they come out of the situation analysis as described in **Section 3.1.4**. The aim is to ensure a holistic approach to CFCI implementation at the local level that is:

- based on child rights;
- developed through broad stakeholder participation, including that of children;
- not limited to individual projects or interventions in isolated areas (such as looking only at access to leisure facilities, for example);
- supported by a dedicated budget.

CFCI 'strategies' or 'action plans' should be explicitly developed and articulated using the lens and language of child rights.

In practice, many National Committee models require municipalities to develop 'action plans' for CFCI implementation rather than 'child rights strategies'. Importantly, action plans





## Chapter 4: What are the core components of CFCI?



are usually developed following a participatory situation analysis or baseline assessment. These are often linked to guidelines or checklists based on the CFCI core components. In some cases, official, broader level 'city strategies' already exist within which the CFCI 'action plans' can potentially be incorporated. Some National Committees have encouraged a compulsory budget allocation for action plan implementation. This strengthens the commitment and potential impact of the measures. For many CFCIs, cities or communities will only be recognized by UNICEF as being 'child friendly' if they have either adopted an action plan or achieved the targets they have set out. Strategies or plans often last for a few years. Some countries have found it useful to align the duration of child rights strategies or action plans to local election terms. The incoming newly-elected city councils re-commit to the CFCI implementation. Others feel that a CFCI should not be aligned with one particular elected political party, but should be a commitment by all parties (and other stakeholders) for sustainability.



### Examples of strategies or action plans

- **Spain:** Following the child rights situation analysis, the action plan is developed in collaboration with different sectors and with the participation of children and external stakeholders. In Avilés (Asturias) the action plan was developed by children with support from the municipality.
- **Germany:** The action plan constitutes the heart of the German initiative. It includes measures to be taken, the related budget, people responsible for implementation and a timeframe. During the pilot phase, the duration of the action plan was four years. This has now been reduced to three years.
- **Republic of Korea:** To participate in the CFCI, a city must commit to developing a plan, adopting a dedicated city ordinance, ensuring a CFCI budget line, allocating human resources and undertaking a self-assessment. The obligations that dedicated legislation (ordinance), budget line and human resources be in place, even before the city formally receives the accreditation, enables the CFCI process to have an early local effect. The National Committee supports municipalities in planning their strategy, based on the outcome of the self-assessment.
- **Poland:** An action plan is developed following the situation analysis. The National Committee aims for the action plan to become part of the City Strategy, so that it will have a budget for implementation – a point the National Committee deems crucial.



### 4.3.4 Children's participation – mechanisms, opportunities and culture of respect

This is perhaps the most highly visible core component of CFCI and there is good experience emerging from National Committees. However, there is still a lot of room for improvement in local level implementation. Initiatives on children's participation should comply with the standards and safeguards outlined in **Chapter 5**. This component should include:

- **Formal and informal mechanisms and channels** to embed children's participation in the everyday culture and decision-making processes of the city/community in a sustainable way. For example, inclusion of children in:
  - CFCI steering groups and evaluation committees;
  - involvement in management boards of local services;
  - children's councils, parliaments or similar decision-making bodies;
  - student councils in school;
  - child participation in the design, response and analysis of surveys;
- **Age-appropriate and accessible opportunities and activities** to encourage children's participation. For example, among other things:
  - clubs and competitions;
  - peer education and counselling;
  - involvement in campaigns and media initiatives – including social media;
  - involvement in cultural and artistic initiatives;
- **Capacity building of both children and adults** to promote a culture of respect for children's participation at home, in schools, in the community, in public services and in all other settings.

National Committees should be aware also of the child participation/youth engagement components of the UNICEF indicator framework for public and private sector engagement<sup>4</sup>.

<sup>4</sup> 3.2.3 Children's safe and meaningful participation in local, national and global child rights issues is facilitated (all indicators disaggregated by under/over 18 and gender)

- 3.2.3a Number of established mechanisms to promote child and youth participation in: a) UNICEF governance; b) local governments/community level; c) schools
- 3.2.3b Number and type of annual initiatives per National Committee involving child/youth participation (e.g. Young Ambassadors, advocacy campaigns)
- 3.2.3c Number of children and young people reached by annual initiatives to promote child/youth participation





# Chapter 4: What are the core components of CFCI?



## Focusing on child participation in the core components

- **Finland** has dedicated six out of ten building blocks to implementing child participation in practice. When the pilot started, there was already legislation outlining different structures. These included school boards, to be established in all schools for children from age seven, and youth councils to be set up at the municipal level. There were many ongoing projects and available structures. However, the concept was found to be too broad, it did not always translate into effective child participation. A more holistic approach was found to be missing. The National Committee, therefore, took time to develop the concept, with a focus on more equality and better quality, working with a researcher specialized in child participation. This resulted in the six building blocks to help translate child participation into tangible actions. The more detailed building blocks have helped municipalities think with a child rights approach and the demanding checklists work as an eye-opener.



## 4.3.5 Equity, inclusiveness and non-discrimination – mechanisms, opportunities and culture of respect

This component should include concrete measures at the local level to identify and overcome barriers to inclusiveness. It should promote sustainable mechanisms for the inclusion of all children – including the most marginalized. Inclusiveness should comprise a culture that celebrates diversity, is welcoming for all children and respects, protects and fulfils the rights of all children with no exceptions. Equity and non-discrimination are notable gaps in the original UNICEF CFCI nine building blocks. This has resulted in a lack of attention to these issue in many countries. However, several National Committees have recognized their importance and included them as elements in baseline assessments and the national CFCI framework. **Chapter 6** provides detailed guidance on the necessary steps and measures to take in the context of a CFCI at the local level.



## Prioritizing equity and non-discrimination

- **Finland:** Equality and non-discrimination were identified as key issues during the development of the CFCI pilot, along with child participation and cross-sectoral work. This has resulted in a specific building block on ‘equality and non-discrimination’. This building block emphasizes that these dimensions should not simply be considered in



planning or generally aim at advancing equality, but should instead tackle equality proactively. Addressing this issue in Finland is challenging because, as an egalitarian society, people are not used to paying attention to specific groups, but rather to ensuring participation for all.

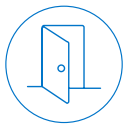
## 4.3.6 Leadership, coordinating mechanisms and partnerships

Strong and sustainable leadership, coordination and partnerships are essential for a successful CFCI implementation. It is important to remember that, in spite of the importance of civil society and private-sector partnerships, it is the government that is ultimately the duty-bearer in relation to child rights implementation (see Chapter 1 for more on duty-bearers). This is as true at the local level as it is at the national. Therefore, whatever the nature of the coordinating mechanisms and cross-sectoral, multi-stakeholder teams that are established to manage the CFCI locally, there is still a need for a clear leadership function with overall implementing responsibility. And this leadership must rest with the government; it is the city administration that signs the partnership with UNICEF. Strong commitment to child rights and the CFCI from the highest municipal level – often the mayor – is frequently cited as a key success factor.

## The importance of working with mayors

- **Republic of Korea:** Municipal leadership for a CFCI was found to be very strong in all three cities visited for the case study. This is a critical element for coordination – beyond the existence of mechanisms. In Seongbuk for example, the CFCI team directly reports to the mayor, a unique position among all city programmes. Involving mayors has been part of the National Committee’s strategy to promote the CFCI, given the major role mayors play in defining city policies. Mayors have a strong interest in making their cities attractive to families, including for re-election purposes, and, therefore, have taken a strong stake in making their cities child friendly.

It is important to identify focal points at the city/community level who can act as the main point of contact for National Committees in relation to the CFCI. This helps to streamline communications and clarify responsibilities. Focal points may be members of city/ community-level steering groups, as described below, or other stakeholders.



# Chapter 4: What are the core components of CFCI?



In terms of coordination, a CFCI can capitalize on existing structures and mechanisms at the local level. They can revive structures that have diminished in importance, or develop new ones. A CFCI should avoid duplication and the creation of parallel structures. For some National Committees' CFCI, a dedicated cross-sectoral coordinating mechanism, such as a 'steering group', is necessary for accreditation. For example, in Portugal the identification of a coordination mechanism or group representing all sectors, and acting as the main focal point for the CFCI, is a requirement of the implementation phase. This functions alongside the preparation of a four-year action plan. For other National Committees, CFCI mechanisms are recommended rather than required.



## Compulsory and non-compulsory coordination mechanisms

- Finland:** Cities are required to designate a focal point within the municipality for all interactions with UNICEF. Also they are required to appoint a coordination group responsible for guiding the CFCI process. The National Committee recommends that the group be cross-sectoral, in both the vertical and horizontal dimensions of the municipal organization, and that it include civil society actors. It must also be in regular contact with children and youth and provide them with opportunities to participate. The group size ranges from 6 to 25 people. Usually all sectors will appoint a representative to the group, but not all of them participate actively. In Hämeenlinna, the Board for Children and Youth Affairs is responsible overall. A 20-member coordinating group has been established who meet twice a year. This group includes two adolescents, one aged 14 and one aged 18. The members consider that it has been very useful, providing space for open and honest discussions between different levels of the organization and civil society.
- Germany:** Cities are required to designate a municipal focal point for all interactions with the CFCI coordinating body. When applying to be declared child friendly, the municipality signs an agreement that includes a commitment to set up a Steering Group. It usually comprises 10 to 25 people, including children and stakeholders from various municipal sectors. While the Steering Group is the only compulsory structure required in the CFCI model, additional structures have been set up in different cities/communities. For example, in Wolfsburg, the children's council was set up. Additionally, there are plans to establish a cross-sector health network. The Office of the Children's Commissioner (established in 2000) is now acting as the coordinating unit for the CFCI implementation. In Hanau, a previously defunct unit for children – the Child and Youth Office – was re-opened in the context of the CFCI implementation. In Senftenberg, the children's and youth parliament was strengthened through a fund.



- Spain:** It is compulsory, as part of the CFCI recognition process, to have and explain the internal coordination mechanism.
- France:** Cities are required to designate a municipal focal point for all interactions with UNICEF. There is no specific formal municipal body for the CFCI. Policies affecting children are usually included in the portfolio of the deputy mayor in charge of social and family affairs. Coordination, therefore, happens as general policy coordination rather than being specific to the CFCI. However, cities have established 'UNICEF Working Groups', which involve the deputy mayor and some municipal officials working on the partnership. These groups are not solely focussed on the CFCI, but also include actions directly or indirectly linked with the UNICEF partnership in general, such as Universal Children's Day or Water Day.

Attention must be paid to informal as well as formal coordination and information sharing. There is a need to involve a wide range of stakeholders, beyond those involved in the more obvious child-related fields, like education. Coordination around policies affecting children may also happen beyond the CFCI framework. This can contribute to building a child friendly city/community while not explicitly labelling it this way. Therefore, it is important for National Committees to consider the full range of coordination mechanisms and incentives directly or indirectly related to a CFCI. In identifying partners, it is important to ensure that their engagement brings value to the initiative. It is important to be aware of local political and organizational alliances, tensions and power dynamics that can help or hinder cooperation. (See also [Chapter 2](#) and [Chapter 7](#).)

## Steering groups and implementation teams

- Germany:** It can be challenging to involve non-traditional child sectors. The topic of the last networking meeting was how to set up a Steering Group. Some of the questions included, 'Who should coordinate and participate in the Steering Group?', 'How self-sufficient should it be and under which mandate?' and 'How should the exchange take place, i.e. via telephone?' Suggestions included appointing one focal coordinator in the Steering Group and having one contact person from the senior administrators of each department, nominated by the mayor, city council or by the heads of departments.



## Chapter 4: What are the core components of CFCI?



- **Republic of Korea:** Cities are required to have a dedicated team of at least two people working on the CFCI. While municipal officials traditionally rotate every 2 to 3 years, the National Committee requests that officials on the CFCI team remain for at least five years in the same position. Their business cards explicitly state they are part of the CFCI team. As a result, each city has a stable unit specifically in charge of promoting the CFCI framework city wide. This has had positive results. It makes the initiative visible locally and ensures continuity in interventions and in municipal capacities. Municipal leadership is likely to rely on the team to make policy decisions, directly informed by the CFCI framework. Whether this approach is replicable in other country contexts, where child rights policies have been more developed and integrated into municipal policies for a long time, remains to be assessed. However, the identification of a full-time team – not just one person – decisively plays a role in the fast progress made at the municipal level.

### 4.3.7 Communication and public relations strategy

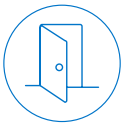
The whole city/community needs to be aware of the CFCI for it to work. The UNICEF brand has the power to attract cities/communities to the initiative, but this poses both opportunities and risks. Communication must support the objectives of the initiative (promoting children's rights), and not be diverted into promoting the city/community for other, more superficial purposes. It can be challenging to communicate about a CFCI if the recognition is not given to municipalities because they are child friendly, but because they are engaged in the process. This can lead to confusion, as a 'child friendly city' can, for example, make budget cuts on children's issues. A CFCI is very practical and is, therefore, a positive initiative to communicate, but this contradiction in perception (process versus results) needs to be managed well. It requires transparency in communicating how the initiative works. National Committees and local CFCI implementers can work together to think through how to deal with these issues as part of the planning and risk assessment process. It can be useful to develop and distribute a series of 'frequently asked questions' about the CFCI that pre-empt any possible communication misunderstandings.

In general, this component should include:

- **Provision and distribution of child-friendly information** about child rights, the child rights approach, the CFCI and local services. This information should be available in a range of relevant languages and in versions accessible by children and other stakeholders with disabilities;

- **Proactive efforts to engage local print, radio and television media.** This can include inviting media representatives to cover key CFCI events, such as 'signing ceremonies' when a city/community joins the initiative. Also it can include inviting them to participate in training sessions and to develop ongoing partnerships with the steering group, children's participation groups, etc. This will help to ensure regular coverage of CFCI issues throughout the year;
- **Strategy for maximizing the effectiveness of social and digital media** (internet and social media). This is a particularly effective way to reach out to children and young people. For example, existing internet and social media platforms managed by the city/community should be mapped out, and an assessment made of which, if any, would be the most suitable for communicating about the CFCI. A decision is needed as to who has the authority and responsibility to post and respond to information about the CFCI on these platforms and how often a distribution of information should take place;
- **Child safeguarding policies and procedures**<sup>5</sup>. These would cover protecting the use of images and information about children and guiding children to use media (especially digital and social media) safely. In addition, they would promote positive portrayals of children and young people. Basic safeguarding guidelines need to be in place to respect children's privacy and dignity. Thus, for example, images of children in a state of undress would not be shown. Personal details about children that might cause them embarrassment or put them at risk of harm would not be shared. And children and their caregivers would have to give their informed consent for the use of any information about them. Furthermore, these policies and procedures can include measures to proactively overcome negative stereotypes and stigmas – particularly of adolescents, refugee and migrant children, children with disabilities and children belonging to other minority groups;
- **Clear links between the CFCI locally and UNICEF's communications and public advocacy strategy nationally.** These would include links to initiatives such as the U-Report programme for children, if relevant. (See **Chapter 2** for more details.) UNICEF internationally could provide communications support and guidance specifically in relation to a CFCI;
- **Guidelines on the use of the CFCI and UNICEF logos.** For example, Who has the authority to use the CFCI and/or UNICEF logos and under what conditions? How is use of the logos linked to CFCI accreditation processes? Are there blanket guidelines covering a range of situations, or does the use of logos for different purposes need to be negotiated on a case by case basis?

<sup>5</sup> See e.g. The Media and Children's Rights, guidelines produced in 2005 for UNICEF by [Mediawise](#)



## Chapter 4: What are the core components of CFCI?



### Communication and information about a CFCI

- **Hungary:** Communities selected for the initiative can use UNICEF's CFCI logo, have access to UNICEF material and support, and are featured on UNICEF's website.
- **Poland:** Engaging with the media, business sector and civil society is a priority for the National Committee and communicating about the CFCI will be a strong focus of its approach.
- **Republic of Korea:** From its inception, the National Committee has concentrated on simple, but clear, messages to make a CFCI attractive to municipalities. What is a child friendly city? – 'A city fit for children', How do you build a child friendly city? – 'By listening to children'. Why? – 'Because children have rights'. Municipal leaders' and officials' understanding of a CFCI closely reflects the National Committee's communication approach to the initiative. There is also a dedicated CFCI website ([www.childfriendlycities.kr](http://www.childfriendlycities.kr)).
- **Germany:** As well as inclusion on the National Committee website, there is a dedicated CFCI website, which is very rich in information ([www.kinderfreundliche-kommunen.de](http://www.kinderfreundliche-kommunen.de)). It also includes an internal section where cities can download documents. Communications materials, such as brochures, are available, at the local level, detailing different municipal initiatives, many of which bear the CFCI logo.
- **Finland:** CFCI materials, including those directed at municipalities, are on the National Committee website under 'What UNICEF does' and then 'Advocacy'. The presentation on the CFCI has been downloaded at least 1,500 times, demonstrating the interest in it. There is information on how the city can benefit from CFCI recognition and which cities are on board or about to receive recognition. When new cities are selected or receive the certificate, there is a press release.
- **Spain:** The CFCI has its own website ([www.ciudadesamigas.es](http://www.ciudadesamigas.es)), monthly newsletter and a virtual network (Red CAI – Ibertex Access Centre network) with more than 800 members.

### 4.3.8 Monitoring and evaluation – including state of the city's/community's child rights reports

Monitoring and evaluation (M&E) is an essential component of the local level CFCI implementation (and is explored in detail in Chapter 8). It includes two components: internal M&E of the CFCI initiative itself and external assessment of the impact of the CFCI on child rights in practice. Assessing the impact of CFCI on child rights locally includes external reporting in the public domain. This requirement is based on an obligation for transparency and public accountability. In this sense it is important to share findings publicly in the form of a periodic 'state of the city's/community's child rights report'. This can be provided, for example every 3 to 5 years. Potentially it could be linked to the timeframe of the local CFCI action plans (which, in turn, possibly could be linked to municipal election terms). Development and distribution of the report should be as participatory as possible, engaging children as key partners. The process and products should be designed to elicit public debate and encourage widespread community participation in the ongoing implementation and improvement of the initiatives.

### Monitoring and evaluation of CFCI

- **Germany:** The municipal administration questionnaire for the self-assessment process includes a question on a 'city's children's report' in the context of 'information and public relations'.
- **Spain:** The local government must submit a mid-term evaluation report within two years of receiving CFCI recognition. Cities wanting to renew the label (every four years) must submit an evaluation of the Action Plan for Children.

See **Chapter 8** for more details.

### 4.3.9 Independent accountability mechanisms for child rights

This component refers to the existence, at the local level, of an independent voice for children and child rights to ensure transparency and accountability on the part of the government. In practice, this often takes the form of an independent human rights or child rights mechanism, such as a commissioner or ombudsman, or child rights-focussed NGOs. This does not necessarily require the establishment of a new structure, but it requires identifying an individual, organization or office that can function as an independent 'adult bridge' between children and the local government. The purpose of this independent advocacy is not to replace or undermine, but rather to complement and



## Chapter 4: What are the core components of CFCI?



amplify children's own direct participation in child rights advocacy. In practice most CFCIs involve strong collaboration with NGOs for a range of purposes, including service delivery, child participation, CRE and advocacy. In cases where NGOs play a role in advocacy, and where this advocacy is child rights-based, the role of such NGOs could potentially fulfil the requirements of this component. A CFCI should proactively support a vibrant civil society in favour of child rights. Civil society partnerships are explored in more detail in **Chapter 7**.



### Independent accountability mechanisms for child rights

- **Germany:** In the context of the CFCI, in Weil am Rhein and in Algermissen, an Office of the Ombudsperson for Children and Youth will be established.
- **France:** Although this collaboration is not specific to the CFCI, the National Committee works with the French Ombudsperson for Human Rights under a memorandum of understanding that sensitizes and raises awareness of child rights with the general public, especially children.
- **Italy:** In line with the aims of the Ombudspersons for Children, the 'City Defender for Children and Adolescents' was set up in the city of Malnate, in the context of a CFCI. The defender has an office in the municipality and supports municipal politicians and advisers in their work related to children's issues.
- **Spain:** The offices of the Regional Observatory for Children's Rights (existing in some regions) play a key role in spreading information about the CFCI and offering support to municipalities.



# Chapter 5: How can you engage children as active partners?



## Overview

Children's participation is integral to the creation of CFCIs. Their active engagement is essential if the policies, services and facilities that they use or that affect them, are to reflect and address their concerns, ideas and priorities. Children have a unique insight into their own lives that will offer important perspectives that are likely to be missed if they are excluded. Children of all ages and from all sections of the community need to be involved in many different ways and through a variety of approaches as partners in developing CFCIs. This involvement can be through informal mechanisms, such as social media, surveys, petitions, focus groups, youth groups or local meetings, or through more formal systems, such as school councils, youth councils or local children's parliaments.

Engagement with children can take place at different levels. They can be consulted, engaged as partners in a collaborative process. Or they can be supported in their own spaces where they can identify for themselves their key issues of concern. However, whatever the type of participation, there are requirements that must be adhered to ensure that it is ethical and complies with basic standards of quality.

To ensure that children are listened to in the creation of a child friendly city, action will be needed to ensure that they have:

- **Space.** They must be given a safe and inclusive space in which to form and express their views. Efforts must be made to reach out to all children, including the most marginalized.
- **Voice.** Children must be supported and helped to express their views. They need the opportunity, time and information to help them form their own views. They are entitled to express views not just on the obvious issues of child care, child protection, school, play and health, but also, for example, on public planning, transport, social protection, justice, environmental health, housing and social inclusion.
- **Audience.** When children express views, they must be listened to respectfully. They need to be confident that the relevant adults are prepared to take them seriously.
- **Influence.** Children's views must be acted on. This does not mean that everything they propose must happen, but it must be given proper consideration.



## Tools

- **Tool No.12:** Example of child participation from Auckland
- **Tool No.13:** Handout on basic requirements for quality children's participation



## Further reading

- [Child Participation Assessment Tool, Council of Europe, 2016](#)
- [Lansdown G \(2011\) Every Child's Right to be Heard: A Resource Guide on the UN Committee on the Rights of the Child General Comment on Article 12, Save the Children](#)
- [So You Want to Consult with Children? A Toolkit of Good Practice, Save the Children, 2003](#)
- [O'Kane C \(2004\) Children and Young People as Citizens, Save the Children, Nepal](#)
- [Take us Seriously: Engaging Children with Disabilities in Decisions Affecting their Lives, UNICEF, 2014](#)
- [A Handbook of Children and Young People's Participation, ed. Percy Smith B and Thomas N, Routledge, 2010](#)
- [Involving Young People in Civic Matters Child Friendly Edmonton](#)
- [UNICEF Child Rights Toolkit, Module 3. Child participation](#)
- [Case studies](#)





# Chapter 5: How can you engage children as active partners?



## 5.1 What does child participation mean?

Article 12 of the Convention establishes the right of every child capable of forming a view, to express that view freely on all matters of concern to them. It also establishes the right for their view to be given due weight in accordance with age and maturity. It recognizes children as social actors, entitled to be involved in decisions that affect them. The Committee on the Rights of the Child has elaborated Article 12 as follows:

- It applies to children as individuals as well as children as a constituency;
- All children are capable of forming views – but, for example, younger children and children with communication challenges will need more support in expressing them;
- Children’s lives are affected by most areas of public policy and they, therefore, have a legitimate interest in them;
- In order that their voices are heard, children need information in accessible forms, and time and space in which to express them;
- Although clearly not every wish or demand made by children can be implemented, there is a duty to take what they say seriously. They should be informed about what decisions have been made, why and how their views were taken into consideration.

Participation is a fundamental right of every child. Being involved in decisions that affect them is an inherent recognition of human dignity. It is also a means of realizing other rights.



## 5.2 When can children participate in CFCIs?

Most CFCIs recognize the central importance of involving children as active participants. Measures to ensure their active engagement need to be embedded in the development of a CFCI from the outset and throughout its development. For example:

- **Planning:** Children should be involved when the overall country CFCI approach or framework is being developed. They can advise on how it should be shaped, identify priorities and inform strategies to build children’s participation into the process.
- **Design:** Participation needs to be a central dimension within the CFCI framework, and recognized explicitly as an objective. For example, a CFCI can establish an overall goal of creating a community in which children are confident to speak out. They should be confident that their views will be taken seriously in families, in schools, in the justice system, in health care, etc. Participation can be recognized also as a means to achieve other goals. For example, it is only through the active engagement of children and young people’s participation that it would be possible to design sexual and reproductive health services that acknowledge and address adolescents’ needs.



- **Implementation:** Children can play a major role in contributing towards the delivery of the CFCI through their engagement at all levels of the community. (see para 5.4).
- **Monitoring and evaluation (M&E).** Children should participate in M&E through early involvement in defining the indicators against which progress and priorities are measured. These indicators should inform the action plan. The plan needs to include progress indicators on the structures, processes and outcomes of their participation.

### Young Ambassadors programmes that have been converted into CFCIs

- **Hungary:** The National Committee issued a call for interested parties and selected a UNICEF Young Ambassador aged 13 to 17 years to be a member of the evaluation committee. This committee was responsible for reviewing applications and selecting three finalists to be granted the CFCI award.
- **Germany:** In the city of Hanau, a UNICEF Junior Ambassador is a member of the Steering Group. She started participating when she was 15 years old and came from the youth council of the local branch of the Children for a Better World organization. She has also participated in the overall CFCI development nationally. Here, she was able to contribute to development of the children’s survey and the Stadtspielerjugend game. She also participated in CFCI development meetings and the accompanying implementation process.

## 5.3 What are the different levels of participation?

Children can be involved at different levels of engagement in CFCIs, depending on the context, the issues and the support and resources available. The levels of participation include:

- Consultative participation
- Collaborative participation
- Child led participation

All three are legitimate levels of participation, but allow for different degrees of engagement and influence.





## Chapter 5: How can you engage children as active partners?



- A. Consultative participation** is where adults seek children's views to build knowledge and understanding of their lives and experiences, or to design a programme. This level might be used to reach a wide number of children across the community. It can be used to obtain their views on the issues they identify to be of most concern to them in a local community. It can provide a starting point for mapping critical issues. Consultative participation involves an approach that is adult initiated and led and managed by adults. However, it recognizes that children have a valuable perspective to contribute to the development of policies, services or local facilities.

### Consultative participation in CFCI

- **Germany:** During establishment of a CFCI, a survey is undertaken with 10 to 13 year olds. Questions included:
  - participation in the family;
  - participation in school and at the local level;
  - access to information;
  - access to recreation and play;
  - self-perceived health;

- practice of sports;
- safety (on roads, public transport, etc.);
- eating habits;
- violence (i.e. bullying and awareness of how to help children who have been a victim of abuse);
- perceptions of the quality of life in the city.

The last question is, 'If you were a mayor of your town, what would you like to do for young people?' The questionnaire includes a section on demographic data on the children who have answered the survey.

- **Spain:** The voices and perceptions of children are central to the accreditation process for every city. This process includes a compulsory questionnaire for children, as well as focus-group sessions without any adult from the municipality being present. Evaluators have to consider whether progress has been made in the realization of their rights and promotion of their well-being. The City Child Right Analysis and the City Action Plan for children must both be developed with the participation of children.
- B. Collaborative participation** involves a degree of partnership between adults and children. For example, a local city/community might want to strengthen the commitment to children's rights in its local schools. It might work with a group of children in the community to undertake research in local schools. This research would identify what teachers, parents and children would like to see changed. It would work towards developing a collaborative plan to introduce greater democratic involvement of children in the way schools are run. Collaborative participation is usually adult initiated, but involves working with children as partners and empowers them to have an influence over an initiative. It allows for increasing levels of self-directed action by children over a period of time.
- C. Child-led participation** is where children are provided with the space and opportunity to initiate their own activities and carry out advocacy. Instead of responding to ideas or projects suggested by adults, the children are supported to establish their own structures or organizations for determining the issues that are most important to them, which they want to take action to address. It allows children to meet together to organize their own activities and identify the issues that concern them. It involves adults serving as facilitators rather than leaders.



# Chapter 5: How can you engage children as active partners?



## Child-led participation in CFCI

- Germany:** In Hanau, children have decided to create a structure at the municipal level that brings together representatives from all the school councils in the city to discuss pertinent issues. In Wolfsburg, a Children's Council, currently comprising 30 children (17 girls, 13 boys) aged 8 to 13 years, was set up in Autumn 2015. The procedure for participation in the Council was open. All children in school received a flyer about the summer holidays, which included an application for the children's council. The children are elected for a period of one year. So far the Children's Council does not have a municipal budget. However, the Citizens Foundation of Wolfsburg decided to donate €5,000 to the Children's Council for the current period. They meet once a month in two groups. There are several children from migrant backgrounds and from different districts of the city. The migrant children were not targeted specifically, but applied voluntarily. The stakeholders who participated in the discussion during the case study visit stated that this is because there is integration in the city. The Office of the Commissioner for Children is responsible for organizing the meetings. The children decide which topics to address and the office organizes them. Topics have included the refugee crisis and playgrounds. The Office of the Commissioner for Children is then responsible for raising the issues with the administration. The stakeholders in Wolfsburg stated that child participation has influenced decision making, for example in the planning of playgrounds. In regular decision making, it has been harder to ensure the ongoing influence of children. However, the children are positive about the feedback on how their decisions are being taken into consideration.
- Spain:** It is compulsory to have a permanent and formal child participation mechanism (council) recognized and supported by the municipality to receive the CFCI seal.

## 5.4 In what ways can children participate?

Children can contribute in many ways to the development of CFCIs including:

- responding to surveys;
- designing and undertaking research and surveys;
- engaging in peer education and counselling;
- running school councils;
- participating in local youth councils or parliaments;
- using social media, for example, to:
  - map local needs;
  - run campaigns, for example, to overcome discrimination, promote zero tolerance of violence;
  - spread information;
- auditing local services, for example, health services, children's homes, local libraries, sports centres;
- influencing policy;
- sitting on management boards of local services;
- contributing to the development and implementation of local services;
- taking part in the management of the CFCI;
- promoting national and regional Child Participation Council Meetings;
- promoting a child participation movement or networking between Child Participation Councils.

## Different arenas for children's engagement

- New Zealand:** In 2013, the child friendly city of Auckland adopted a strategy for children and youth that was fully developed in partnership with young people. 'I am Auckland – The Children and Young People's Strategic Action Plan' was jointly elaborated by the Auckland Council and the Youth Advisory Panel. It builds on a consultative process with 6,000 children and young people.
- France:** Child participation is explicitly understood in the CFCI framework as an expression of children's full citizenship and their being considered as political actors in the city. However, there is no child participation mechanisms within



## Chapter 5: How can you engage children as active partners?



the CFCI management structure. Young people themselves developed the corresponding section in the application guidebook. The guidebook emphasizes the need to address barriers to child participation. This can be achieved by facilitating access to information for children and changing public perceptions of children and youth. It also makes a direct link with the UNICEF's Young Ambassadors' programme. This group involves young people aged 12 to 25 years in promoting UNICEF's action with their school peers and supporting fundraising. In addition, the main body, through which children participate in the city's management, is the child or youth municipal council. Both the municipalities of Colomiers and Aubergenville have set up such a body. In each case, children are elected by their peers. They operate as a 'shadow' municipal council. They meet in the council chamber every other week and attend official events.

- **Finland:** In one municipality, Grade 8 students (aged 14 or 15 years) are asked to identify key initiatives where they want to influence local planning or budgeting. These are then voted on. Each school has two child representatives on the local Youth Council. This has an annual budget that can be used for the initiatives that win the most votes. Children who are members of the Youth Council also contributed to drawing up the action plan for implementation of the CFCI. Upon becoming part of the CFCI, the Youth Council received an annual budget of €0,000, which they can use for their own initiatives.

You can encourage local cities/communities to work with local children in exploring these and many other approaches. It is important to remember that children's participation does not have to be limited to major initiatives. It can involve also small, short-term projects, such as getting involved in designing a school garden or local playground or mapping safe spaces within their local community. The value is gained where they can contribute effectively, make a difference, feel they are respected and taken seriously.

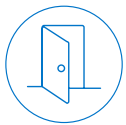


See **Tool No.12** for more details on the New Zealand example.

### 5.5 How can you reach out to children?

There is no blueprint for how to engage with children at a local level. The methods adopted and the numbers of children involved will be influenced, for example, by the size of the local community. It will depend also on the resources available and the systems for participation that already exist. These would include schools or local children's councils (making links to existing advocacy and CRE initiatives, where possible). However, consideration can be given to any of the following to get started at the local level:

- Use existing expertise within the council on child participation or work with local organizations that may have more experience on how to engage with children.
- Carry out actions to raise awareness of children of their right to participate and how they can contribute to change in their local community.
- Send out a call for children to take part in a local meeting to let them know that there are plans to become a child friendly city and to seek volunteers to get involved. This can be done both through schools and other settings where it is possible to reach out to the most marginalized children.
- Ask children, through their schools, to elect volunteers to join a planning committee.
- Ask the school council to undertake a survey of students on what they would like to see changed. Find out how they would prefer to participate in local decision making, for example, in an established youth council of assembly with regular meetings or in projects.
- Meet with the local children's council to share and comment on proposals.
- Work with the local children's council to develop a plan for engaging local children.
- Engage with the local children's council to forge links with all local schools.
- If no existing democratic forums for children are in place
  - explore support for establishing a local children's council.
  - work with the local education authority and head teachers to look at models for the introduction of school councils, where possible. This can be undertaken in association with colleagues working on CRE in schools.
- Use social media to send out a request for feedback on what are the critical issues for local children, what do they want to see changed, how would they like to get involved.



# Chapter 5: How can you engage children as active partners?



## Using school councils as the mechanism for engagement with children

- Poland:** Child participation is a new concept for Poland, so the National Committee is particularly focussed in this area. There are some existing mechanisms for child participation at the local level, but they are largely ineffective. The National Committee will suggest that the CFCI use existing school councils as the child participation mechanisms. Including these in the CFCI they believe will ensure a broader consultation with children. At present, the National Committee is engaging with 4,000 schools in the country, of which 1,000 belong to the National Committee programme 'UNICEF Club Schools'. This already includes thematic projects in schools that take place twice a year and an existing on-line platform for schools. The CFCI could take advantage of this existing resource. Indeed, the National Committee believes that as a first stage, this would facilitate the process because it is difficult for cities to access children outside of school.



## 5.6 What are the basic quality requirements for participation?

In any participatory work with children, it is important to ensure that it is ethical, safe and meaningful. To guide you in meeting those standards, there are a set of nine basic requirements that have been agreed internationally that need to be complied with. Participation must be:

- 1. Transparent and informative:** Children must be provided with full, accessible, diversity-sensitive and age-appropriate information about their right to express their views freely and for their views to be given due weight. The information should also tell the children how this participation will take place, its scope, purpose and potential impact.
- 2. Voluntary:** Children should never be coerced into expressing views against their wishes and they should be informed that they can cease involvement at any stage.
- 3. Respectful:** Children's views must be treated with respect and children should be provided with opportunities to initiate ideas and activities. Adults working with children should acknowledge, respect and build on good examples of children's participation, for instance, in their contributions to the family, school, culture and the work environment.



- 4. Relevant:** Opportunities must be available for children to express their views on issues of real relevance to their lives and enable them to draw on their knowledge, skills and abilities. Children's participation should build on their personal knowledge – the information and insights that children have about their own lives, their communities and the issues that affect them.

## Listening to children's views on the most relevant forms of participation

**Germany:** In Hanau, a survey of children's perspectives indicated initially that they did not want a formal children's council or parliament. Rather, they wanted to be involved in single projects. In response, the following child participation-related actions have taken place in the context of the CFCI implementation:

- The municipality made a budget available for children in 2015 of €2,000 and it has planned to increase this in 2016.
- An ad hoc youth assembly, entitled 'Tolerance and Human Rights', took place in October 2015. This had been decided on by the children and young people.
- Two young people participated in the Steering Group for the CFCI.

- 5. Facilitated with child-friendly environments and working methods:** The approaches to working with children should be adapted to their capacities. Adequate time and resources should be made available to ensure that children are adequately prepared and that they have the confidence and opportunity to contribute their views. The children will need differing levels of support and forms of involvement according to their age and evolving capacities.

## Children's role in making participation child-friendly

- Finland:** In Hämeenlinna, a local politician was aware of the complex language used by decision makers and, in response, suggested a language project for the children to carry out. This project has been taken on by teachers in schools. The children have prepared a lengthy dictionary, which includes various terms often used at the municipal level, for example, 'action plan', 'strategy', 'budget', etc. The dictionary entries provide short expressions in easy language, plus more detailed explanations when an easy expression cannot be found. The dictionary is available on-line.



## Chapter 5: How can you engage children as active partners?



**6. Inclusive:** Participation must be inclusive, avoid existing patterns of discrimination and encourage opportunities for marginalized children to be involved. Children are not a homogeneous group and participation needs to provide for equality of opportunity for all, without discrimination on any grounds. It needs to be culturally sensitive to children from all communities.



**7. Supported by training:** Adults need preparation, skills and support to facilitate children's participation effectively. The support needs to provide them, for example, with skills in listening and working jointly with children. They must be able to engage children effectively in accordance with their evolving capacities. Children themselves can be involved as trainers and facilitators on how to promote effective participation. They may also need training and support.



### Providing support and training

- **Germany:** In Wolfsburg, as part of the CFCI Action Plan 2014–2018, a 1-year vocational training programme for moderators on child and youth participation is taking place in 2016. The training is being given to 14 people. In addition, the children's council, which is supported by the Office of the Commissioner for Children, was provided with a good balance between guidance and support. (Children were prepared for the sessions and informed in advance of the themes to be discussed.) Children themselves are clearly taking ownership of decisions about what topics to discuss. They are empowered to make their voices heard and have been kept informed about how their decisions have been taken forward. There is also reflection about how to enhance child participation further, including how to engage with different groups of children and different participation methodologies.



**8. Safe and sensitive to risk:** In certain situations, the expression of views may involve risks. Adults have a responsibility towards the children with whom they work. They must take every precaution to minimize the risk to children of violence, exploitation or any other negative consequence of their participation. Action necessary to provide appropriate protection will include the development of a clear child-protection strategy. This must recognize the particular risks faced by some groups of children and the extra barriers they face in obtaining help. Children must be aware of their right to be protected and where to go for help if necessary.



**9. Accountable:** Children must be informed as to how their views have been interpreted and used and, where necessary, they must be provided with the opportunity to



challenge and influence the analysis of the findings. Children are also entitled to be provided with clear feedback on how their participation has influenced any outcomes. M&E of children's participation needs to be undertaken, where possible, with the children themselves.



See **Tool No.13** for a handout on assessing quality child participation.

### 5.7 Learning from practice

The lessons learned from the work undertaken by the many CFCIs that have been developing over the past decade indicate that to be successful, consideration needs to be given to the following:

- **Involve children from the earliest stages in any initiative.** Serious commitment to enabling children to make a meaningful contribution to a CFCI will require that they are engaged from the earliest stage possible and subsequently throughout its implementation. Children are likely to come in with different, creative and original ways of moving forward. They will certainly have more ideas than adults about how to use digital media to reach out to the widest possible number of children across the community. If the CFCI strategy at the national and the community level is created and agreed before involving children, it will risk limiting their potential contributions and in all probability, their enthusiasm.

### Getting children involved at an early stage

- **Germany:** CFCIs are allocated a team of experts to support the process. This team is known as an expert commission. This commission includes children and young people from the pilot municipalities. Currently, there are around five to six active children between the age of 15 and 18 years. Five pilot municipalities named two adolescents to the expert commission at the beginning of the initiative in Germany. They were also invited to some steering group meetings, but only in their respective municipalities. From now on, new adolescents from other municipalities will not be referred to the expert commission. Instead, they are taking part in the steering groups of each municipality.



## Chapter 5: How can you engage children as active partners?



At the local level, opportunities for their participation can be created at all the following stages:

- development of a national strategy for CFCI;
- development of action plans;
- baseline mapping of the local context and issues;
- constructing indicators to set goals and against which to monitor progress;
- planning and designing the activities;
- implementing the initiative;
- monitoring and evaluating how effectively goals have been achieved.



- **Recognize children's need for training and ongoing support from adults.** For children to play an active role in the development of a child friendly city, they will need ongoing training, support and guidance. If it is not already provided in schools or other forums, they will need information on their rights and how to exercise them. They may need help also with, for example, how to organize meetings, engage local media, raise funds, write briefings, chair meetings, public speaking, advocacy and M&E. The local municipality can find out from the children themselves where they need support and what areas are of most importance to them.



### Providing ongoing support for children

- **France:** Child and youth municipal councils nationally are usually members of the National Association of Child and Youth Councils (ANACEJ). The Association was created in 1991 and includes 400 councils from various levels of government administration and youth movements. It provides training and various tools to its members to help them develop effective councils. Children and young people from member councils sit on the board of the association. (<http://anacej.asso.fr/>)



It is also important to remember that children grow up and become adults! On the one hand this means that any commitment to training needs to be sustained to enable new cohorts of children to get involved. On the other hand, it provides the possibility for post-18 year olds to contribute as mentors and guides for younger children. They can draw on the skills and experiences they have acquired through their own participation.



- **Provide the necessary training for adults.** Many adults are reluctant to work with children as they lack confidence in their own skills in how to go about it. They may also feel that children will add little of value to the work being undertaken by the various adult stakeholders involved in the CFCI. There are widely held assumptions that children lack the capacity, wisdom, skills or interest in such initiatives. Adults may have traditional authoritarian attitudes that prevent children from actively expressing their views. In addition, involving children requires a definite set of skills. Even adults who believe in child participation, may not have the competencies to involve children of all ages and to manage child participation structures and processes. It is, therefore, important for the National Committee to be able to offer training in children's participation:
  - what it means;
  - why it is important;
  - how to go about it;
  - how to reach out and engage more marginalized children;
  - how to overcome cultural barriers to listening to children.

There are a wide range of published training manuals as well as on-line courses available on children's participation. You might also be able to draw on child rights NGOs who have expertise in this field to provide support and guidance.

### Impact of witnessing child participation

- **Finland:** Exposure to children's participation can be transformative. A politician interviewed in a municipality of Hämeenlinna stated that the involvement of the municipality in the CFCI has brought concrete changes in terms of their child participation practices. These have included a new attitude towards children. This has come about because decision makers have participated in discussions with children, both in the context of the CFCI Coordinating Group and at City Council meetings. They have realized that children have an important contribution to make.

- **Engage parents/caregivers to support their children's participation.** Children's participation is invariably more effective and sustainable where parents/caregivers fully understand what they are doing, why they are doing it and what it involves. Parents/ caregivers might have a number of understandable concerns over their children's involvement. Will it take time away from school work and undermine their education?





## Chapter 5: How can you engage children as active partners?



Will a focus on their rights make them disrespectful of their parents? Do they have the ability to do anything significant? Will it place them at risk of sexual abuse or exploitation? The more parents are aware of exactly what their children's participation is about, the more likely they are to feel reassured about children getting involved. And all the evidence points to very positive outcomes for children. They acquire new skills, gain in confidence, improve their motivation at school, communicate better with parents. In addition, they have the opportunity to make a real contribution towards improving their own communities. A CFCI, therefore, needs to be encouraged to engage parents at the earliest possible stage in any participatory initiatives and keep them fully informed.



- **Reach out to all children.** It is relatively easy to engage articulate, bright and enthusiastic children in the mainstream school environment. However, if CFCIs are to create a community for all children, it is necessary to reach out to those children who are more marginalized and harder to engage. These would include:



- children with disabilities;
- children in the care system or institutions;
- refugees and asylum seekers;
- migrant children;
- children who have dropped out of school;
- children from ethnic minorities or Roma communities;
- children in the criminal justice system;
- children from poorer communities.



It will be essential to hear their unique experiences if the CFCI is to remove the barriers that inhibit their active enjoyment of life in the community. Depending on the local context, there are a variety of activities/approaches that can be considered to help these children get involved:



- producing materials in the languages of minority communities, as well as disability-friendly/visual materials;
- using local interpreters;
- ensuring that all activities and meetings are held in spaces that are accessible to all children;
- using electronic communication as well as direct person to person meetings;
- providing transport to help children attend meetings or ensuring that meetings are held near their homes;
- working with local organizations of people with disabilities to get advice on communicating with children with different impairments;



- making sure that all communications are culturally sensitive to all communities;
- promoting a culture in all meetings, activities and processes that is inclusive and respectful of all children.
- **Institutionalize participation at all levels:** If CFCIs are serious about building sustainable mechanisms for children's participation, they will need to ensure that they support the establishment of formal organizational structures through which children can explore their own ideas, priorities and concerns. In schools, this can be achieved through school councils or introducing some form of rights-respecting school model. At the community level, it is important to support the introduction of a children's or youth council parliament. These structures need continuing adult support, but must be created as genuine democratic spaces for children to begin to shape their own agendas. Children can develop their own ideas as to:
  - how they should be run;
  - how often they meet;
  - how to elect representatives;
  - what they focus on;
  - what action they want to take.

Meaningful participation requires more than simply finding out what children think. It must build opportunities for children to act for themselves. Central to this process must be a commitment on the part of the local authorities to create the time and space to meet with the children, hear their views and report back on any action taken. To be effective, children's councils need to be meaningfully integrated with local municipality decision-making forums.

### Building sustainable structures for participation

- **Finland:** One of the municipalities observed that it is important to strengthen challenges and gaps in terms of child participation to make it more routine. This might be achieved by:
  - setting up specific goals per sector;
  - inviting children to come more often to meetings with the whole council, particularly when the budget is being decided or the council work is assessed;
  - giving them the information in advance about what will be discussed in meetings, so that they can participate more actively;





## Chapter 5: How can you engage children as active partners?



- creating a sustainable system, so that at some point, children participate systematically, without it being pushed by one particular person.
- **Germany:** In the municipality of Wolfsburg in 2013, a children's questionnaire was carried out in schools and youth clubs for children aged 10 to 12 years. Approximately 400 children participated. One interesting result from the questionnaire was that younger children were more aware of the participation mechanisms available than older ones. In the CFCI Action Plan 2014–2018, four of the nine actions identified have a specific focus or include child participation, including:
  - vocational training for moderators on child and youth participation;
  - consulting with children in the planning process of playgrounds in the city (playground concept);
  - setting up a children's council for children aged 8 to 13 years;
  - setting up regular youth consultation and youth forums.
- **Spain:** Having a consolidated structure for child participation (functioning at least two years before the accreditation request is submitted) is a compulsory requirement in the Spanish model. Children have to be consulted on a regular basis on key issues affecting them in the municipality. Some cities go beyond that and have developed initiatives such as participatory budgets.

### Facilitating a children's council

Experience from existing CFCIs shows that it is not enough just to establish a children's council. Councils must be properly supported and engaged with local political structures. If it is decided to set up a children's council, the following issues need to be considered:

- The facilitator should be someone with a good knowledge of child rights and experience in supporting child participation.
- When scheduling regular meetings, account should be taken of the children's availability and what works best for them.
- At the beginning, it might be helpful to support, but not dictate to children, to help them come up with a list of issues they would like to discuss in the year of their mandate.

- Prior to each meeting, children should be provided with information about the topic they are planning to discuss, so that they can come to an informed decision.
- They should always have regular opportunities to bring their voices to higher authorities. Wherever possible, the children should have direct access to politicians. In all cases they must be given feedback on how their views or proposals have been considered.
- **Promote day-to-day participation.** Participation does not just exist through formal structures. These mechanisms can only ever involve a tiny proportion of children. Children are also entitled to be involved in decisions in their day-to-day lives. They need opportunities to be able to influence the things that take place at home, at school, in care institutions, in health care and in the justice system. CFCIs might want to consider programmes to raise awareness of children's rights to be heard with parents as well as professionals in the education, health, social welfare, play, youth work and justice systems.

### Participation of children in day-to-day life

- **France:** Child participation in day care, after-school activities, and youth clubs, is a daily practice, embedded in professional practices. In both Colomiers and Aubergenville, for example, staff repeatedly mentioned how their pedagogical project focuses on building children's sense of citizenship and autonomy. This is achieved, in particular, by giving them the opportunity to make choices, take responsibilities, even small ones, at their level, and voice their opinion about the activities proposed. Children can choose their activities according to their needs and preferences. They are regularly consulted, usually during the afternoon snack, on how their day went, what they liked and what they think could be improved. Staff record these views in a notebook, they then consult during staff meetings to take these views into account when planning upcoming activities. In one instance, the organization of the space in the structure was changed to better adapt children's views and needs.



## Chapter 5: How can you engage children as active partners?



- **Commit resources.** Participation must be backed up by the commitment of resources. This means trained personnel able and willing to work with children. It includes a budget to cover the costs of, for example, meetings, transport, communications, refreshments and accommodation for meetings. Local CFCLs should also be encouraged to consider the allocation of a budget to children for them to decide on priority expenditures.
- **Remember participation is a right not an obligation.** Not all children will want to participate, in the same way that not all adults want to get involved in local politics or community activities. It is a choice that children must be free to make. Furthermore, when designing participatory processes, it is important to remember that children do have significant other demands on their time. Among these demands are school, sports, extra-curricular classes, as well as a social life. If participation is to be effective, it needs to take account of these time commitments and be designed to accommodate them. Children are also more likely to want to get involved if they can see that their participation does make a genuine difference and that they are being respected and taken seriously.
- **Make it fun.** Participation needs to be fun! Find out from the children themselves what needs to happen for them to enjoy getting involved. Remember to think about where meetings take place so that they are places where children feel relaxed and comfortable. Make sure you have lots of breaks, frequent energizers, build in lots of practical participatory activities, let children themselves lead sessions, provide appropriate refreshments and keep checking with them about what is working and what needs to change.



municipality. They organize an annual 'day without cars', bike and rollers hikes, or a video-games competition. Representatives of the CMJ are also invited to official events. A municipal officer is in charge of supporting the work of the council, by guiding its work, facilitating discussions and managing actions children cannot take on, such as signing contracts and making payments. Website (in French): <http://www.cmj-colomiers.com/>

- **Spain:** The city of Avilés has an interesting experience of elaborating the Child Action Plan with children's participation. Moreover, the National Committee, in collaboration with partners, organizes a national meeting of child participation councils every 2 years. It also supports regular virtual sessions during each year (Parliament on-line) where child participation councils around country participate and share their experiences.

### A model of a youth council in France and Spain

- **France:** In Colomiers the Youth Municipal Council (CMJ) has 32 members, with an equal number of boys and girls aged between 9 and 14 years, elected by their peers in six electoral districts. They have to present an electoral programme with three or four proposals for measures or initiatives in the city. Electoral districts are designed to ensure a diverse representation. Once elected, the CMJ is divided into four thematic committees working on substantive proposals for initiatives (environment, sport, solidarity, urban planning, etc.). Proposals are selected from the electoral programmes candidates have submitted. The council has a budget of €8,000, which it can freely manage, and can make proposals to the adult council. Plenary sessions are held once or twice a year and the mayor participates. Children undertake research with the most marginalized in the



# Chapter 6: Are all children equally included?



## Overview

CFCIs must reach out to and include all children without discrimination. Children's rights apply equally to every child.

Making sure that a community is friendly for all children requires that efforts are made to understand and remove all the barriers that get in the way of them realizing their rights. These barriers may be caused by laws and policies, the physical or built environment, poverty, attitudes, cultural beliefs, communication or language. They may be rooted in direct discrimination, where policies deliberately exclude certain groups of children. An example would be denying children with disabilities the right to attend mainstream schools. Or they may derive from indirect discrimination where a group of children are excluded as an unintended consequence of a policy. An example here would be charges for sports facilities that poor children are unable to pay.

To create a CFCI that includes all children, a proactive approach is needed that addresses:

- An analysis of which children are discriminated against or excluded, directly and indirectly, from opportunities, services, and activities within the community. The analysis should determine also the barriers that contribute to that exclusion.
- Investment in active measures designed to remove the barriers that serve to exclude. This may involve;
  - development of explicit policies to target marginalized children;
  - re-allocation of resources;
  - introduction of accessible environments and transport;
  - production of information and other materials in all relevant languages, including alternative modes of communication.
- Awareness raising, training and advocacy to enhance understanding, overcome stigma and address prejudice and discrimination against marginalized groups.

In all these measures, children themselves, as well as their families, should be involved – in identifying the challenges, helping contribute to solutions and monitoring and evaluating outcomes.



## Tools

- **Tool No.14:** How discrimination can impact on all rights
- **Tool No.15:** National Committee for UNICEF Finland - Building Block 2: Equality and Non-discrimination (2014)



## Further reading

- [Compendium of practice on Non-Discrimination/Equality Mainstreaming](#), European Commission
- [The Media and Children's Rights](#), guidelines produced in 2005 for UNICEF by Mediawise
- [Fairness for children: A league table of inequality in child well-being in rich countries](#)
- [Children of the recession: The impact of the economic crisis on child well-being in rich countries](#)
- UNICEF [Guidance for Activities with National Committee Volunteers](#) (in relation to the migrant crisis) [Intranet link]
- [Case studies](#)



# Chapter 6: Are all children equally included?



## 6.1 What is the right to non-discrimination?



A child rights approach to ensuring that all children are included in the benefits of CFCIs requires a strong commitment to the core human rights principles of non-discrimination and equality. Article 2 of the Convention states that children must not be discriminated against on any grounds. Discrimination can be defined as :



*“...any distinction, exclusion, restriction or preference which is based on any ground such as the child or their parents’ or guardians’ race, colour, sex, language, religion, political or other opinion, national or social origin, property, disability, birth or other status, and which has the intentional or unintentional effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.”*



Article 2 also emphasizes that these rights apply to every child within the jurisdiction of a government, and not just those with citizenship. However, it is important to understand that affirmative action to diminish or eliminate conditions that result in discrimination against any group of children is allowed. It will also be useful to know if your country has ratified other relevant United Nations human rights treaties including:



- the Convention on Elimination of Discrimination against Women;
- the Convention on the Rights of Persons with Disabilities;
- the Convention on Elimination of Racial Discrimination.



These treaties introduce additional obligations on States that have ratified them, to adopt measures to address discrimination.



In addition to the principled case, non-discrimination and social inclusion play critical roles in promoting the well-being of children. Discrimination can have a devastating impact on children’s lives, rendering them invisible, and resulting in low self-confidence and self-esteem. It can also act negatively on their personal development. In addition, more general social exclusion, because of poverty or other factors rendering any child unable to participate on an equal basis in society, can lead to serious and enduring harm to their well-being. It is, therefore, important to develop a specific policy within the CFCI framework setting out a commitment to ALL children and detailing how discrimination and exclusion will be addressed. Once such a commitment is given explicit expression, this will guide the focus of applications and subsequent reports from prospective and existing cities/communities.



### A focus on non-discrimination in CFCI frameworks

- **Finland:** The policy on the CFCI has introduced a specific building block on equality and non-discrimination. This builds on the National Equality Act and emphasizes that, “It is of particular importance that children’s experiences and definitions of discrimination are the starting point for the advancement of non-discrimination.” It includes a checklist that needs to be addressed in any local approach to developing a child friendly city or community. The checklist addresses age, origin, nationality, language, skin colour, sexual orientation, religion, beliefs, political or other opinions, wealth, health, disability, place of residence or any other reason.
- **France:** Non-discrimination and equality were also added to the building blocks and are explicitly included in the framework. Cities applying to be granted the CFCI title are requested, therefore, to provide information on their policies and interventions that address social exclusion. The framework also includes disability as a key thematic area. Cities are asked to report on their approaches and the steps taken to ensure the inclusion of children with disabilities. The CFCI guidebook indicates the various elements needed for inclusive policies. The guidebook requires working on accessibility, cross-sector coordination, social attitudes, individualized approaches and parenting support, as well as the full and equal participation of children with disabilities.
- **UK:** Non-discrimination is included as one of the seven principles of a child rights-based approach which the National Committee uses as the basis of its Child Rights Partners Programme. The principle states that, “Each child is treated fairly and protected from discrimination. This implies that duty-bearers are aware of the multiple barriers that may prevent children and families from accessing services and lead to inequitable outcomes, as well as some children’s need for special assistance to enjoy their rights.”
- **Spain:** The National Committee has included an equity approach, which prioritizes inclusion and social cohesion at the local level, focusing on reaching the most vulnerable children and encouraging their participation.



See **Tool No.14** for an overview on how discrimination can have an impact on the realization of all rights.



# Chapter 6: Are all children equally included?



What steps are needed to build non-discriminatory and inclusive CFCI?



## 6.2 Step One: Analyse exclusion and discrimination



### 6.2.1 Identify which children experience discrimination

The first task in developing an inclusive CFCI is to analyse where and how discrimination takes place. One way of facilitating this with the municipalities is to include equity and non-discrimination in all tools developed for your CFCI. These tools would include the baseline assessments, indicators and M&E mechanisms. To do this, it will be necessary to engage with children, their families and other key stakeholders from a wide variety of contexts.

This will help to build a comprehensive picture of the nature of discrimination, the number of children affected and how it affects their lives. Many groups of children are vulnerable to discrimination and exclusion. The groups include:

- children with disabilities;
- migrants;
- refugees and asylum seekers;
- children in institutions or other forms of care;
- children who identify as lesbian, gay, bisexual, transgender, intersex, questioning, asexual (LGBTIQ+);
- those from poor, Roma or other ethnic minority communities.

In addition, children as a group are often discriminated against. For example, adolescents are often denied access to public spaces. They can be subjected to hostile targeting by the police. Communities can fail to invest in adolescent-friendly urban planning or develop appropriate services that they feel confident and safe in accessing. Discrimination against children of all ages can be perpetrated by governments and municipalities through their

laws, policies, budgeting and services. Children can be discriminated against by the media, and by members of the community, including other children. Certain groups of children in schools, for example, can be extremely vulnerable to name-calling, bullying and, increasingly, cyberbullying. Finally, children can experience intersectional discrimination, whereby different aspects of their identity, for example, disability and ethnicity, compound to intensify the impact of discrimination.

### 6.2.2 Identify the barriers to inclusion

Once the analysis of which children experience discrimination has taken place, it will be necessary to assess the barriers that get in the way of them realizing their rights on an equal basis with others. Discrimination and social exclusion can take many forms, and can be direct or indirect – this is a very important message to pass on to cities and communities.

- **Direct discrimination** takes place when a law, a policy or service deliberately excludes certain children or seeks to treat different groups differently. For example, a provision that prohibits asylum-seeking children from access to the free health care provided to other children.
- **Indirect discrimination** is probably far more widespread in most local communities. It happens as an unintended consequence of a law, policy, budgetary allocation or service provided. For example, a decision to increase public transport fares might disproportionately affect poor children, or children living in more remote areas. It discriminates against them by making it more difficult for them to reach the services they need on an equal basis with other children. A failure to produce public information about services in all local languages not only fails to reach out to those for whom the majority language is unfamiliar, but it also sends a powerful message that they are not being welcomed.

### Making a commitment to non-discrimination explicit in CFCI

- **Finland:** The importance of highlighting non-discrimination was noted in Finland's introductory text to Building block 2 on equality and non-discrimination, which stated that:  
*"At a structural level those working with and for children need to assess whether a particular way of working or a decision promotes equality or whether it (perhaps unintentionally) excludes some groups of children and youth from accessing activities and services. The identification of discrimination and the advancement of equality require systematic education within the municipal organization."*





## Chapter 6: Are all children equally included?



The barriers faced by children may include the following.

- **Attitudinal barriers**, where groups of children are stigmatised, rejected, bullied or otherwise excluded. This might be a particular problem for Roma children or children who are from refugee or asylum-seeking families or minority groups. They might be children with disabilities who are treated with contempt because they do not communicate or engage in the same way as other children. Children who identify as LGBTIQ are also disproportionately vulnerable to discrimination and exclusion.
- **Physical barriers**, such as narrow doorways, steps and staircases, and buses and trains with no adaptations. The barriers may include inaccessible toilets. This is of particular concern to children with physical disabilities. They may, as a consequence, be excluded from school, cultural, sporting or play activities, from public transport and, therefore, from participation with friends and in social and community life.
- **Communication barriers**, are of particular concern to children with sensory impairments who need alternative communication modes to read, hear or see and communicate. Lack of access to the internet, which is increasingly vital as a means of information and social participation, can also serve to exclude children from poor families.
- **Economic barriers**, where, for example, the costs of travel or access to a facility disproportionately serve to exclude children from the poorest communities. This might be a particular issue for:
  - very low income families;
  - children who are refugees or asylum seekers whose parents are not allowed to work and are dependent on very low benefits;
  - children with disabilities who need adapted transport or taxis.

Children from poor families may also experience social exclusion because their communities are not safe. This, combined with inadequate public transport and policing, limits their security, freedom of association and movement.
- **Legal and policy barriers** may be in place that serve to exclude certain groups of children from equal access to services. For children with disabilities, these are most common in respect of education where they are:
  - denied access to mainstream schools;
  - required to attend residential special schools;
  - not offered opportunities to acquire qualifications on an equal basis with other children.



Laws and policies may also exclude children on the basis of nationality or legal status. For example, these barriers may deny them rights to access certain health, education or social services if they are immigrants or asylum seekers. They may also discriminate on the grounds of sexual orientation or gender identity. Although some of these provisions may be determined at a national level, there may still be scope for local municipalities to adapt and overcome their most negative impact.

Actions that can be carried out to identify where and how discrimination takes place might include:

- a comprehensive review of all local policies and regulations to find out if any of them directly or indirectly discriminate against certain groups of children;
- analysis of which groups of children do or do not use local services and why. These facilities would include:
  - sports facilities;
  - libraries;
  - cinemas and theatres;
  - playgrounds;
  - doctors' surgeries;
  - sexual health clinics;
  - after-school clubs.

Is low usage related to costs, availability of transport, inaccessibility, lack of interest, lack of awareness of the service, fear of rejection or hostility or any other reasons? This information will provide clear guidance to help improve access.

This analysis will need to include the direct experiences of children themselves. In particular, it will help to highlight the more indirect forms of discrimination. You can use a variety of approaches to elicit their concerns, for example,

- surveys to obtain a general overview;
- focus groups with specific groups of children;
- photo-diaries where children can document their lives and where and when they face difficulties;
- school-based activities where children undertake a project to document social inclusion and exclusion;
- role plays and drama;





# Chapter 6: Are all children equally included?



- involving children as researchers in eliciting the findings. For example, in France, one of the children's councils undertook research with marginalized children to explore their experiences.

A comprehensive overview of how children experience their lives, and an understanding of which children do or do not feel accepted and valued within the local community will provide an invaluable baseline for developing the necessary policies and services. Their perspectives on the measures needed to reduce discrimination would also be invaluable. Consulting parents and families on their and their children's experiences of discrimination can also provide very valuable insight into existing forms of discrimination. They can also help to assess the root causes and the ways these could be addressed.



## 6.3 Step Two: Develop strategies to address discrimination

### 6.3.1 General strategies to address discrimination

There needs to be a clear understanding of which children are experiencing discrimination and the barriers, direct and indirect, that prevent them realizing their rights on an equal basis with other children. Then, the next task is to invest in the necessary measures to overcome the barriers. This may involve:

- development of explicit policies to target marginalized children;
- a re-allocation of resources;
- introduction of accessible environments and transport;
- production of information and other materials in all relevant languages, including alternative modes of communication.

Again, in this task it is extremely important to engage with children themselves in designing strategies to overcome discrimination. Collaboration with organizations of persons with disabilities is also important to help understand the barriers that prevent meaningful inclusion.



### Using CFCI to provide disability guides

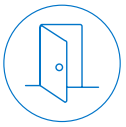
- **Spain:** The National Committee collaborated with CERMI (Spanish Committee of the CRPD) to develop a guide to include a disability approach to the CFC building blocks.



Where cities/communities decide to develop a strategy to promote social inclusion and tackle discrimination, they could consider the following measures:

- assessment of any national legal and policy framework to promote social inclusion and its implications at the local level;
- involvement and promotion of the engagement of the widest possible community support. This would include, for example, civil society organizations, the private sector, media outlets, professional bodies and trade unions;
- a comprehensive approach to identify and address all forms of direct and indirect discrimination and social exclusion identified within your local community;
- appropriate and transparent allocation of budgets consistent with the findings of the analysis of the nature and numbers of children facing different forms of discrimination;
- allocations of housing and school places to promote social mixing across different communities;
- consideration of positive measures to facilitate greater access and inclusion. For example, by lowering fares or entry fees for certain groups of children and dedicated times for children with disabilities in swimming pools;
- ensure that the strategy is widely understood through the widest possible dissemination and communication of the issues;
- specific engagement with adolescents to explore their experiences of discrimination and the measures needed to address it, including empowerment strategies to promote self-esteem and confidence;
- using language and culture mediators where these are needed;
- clear indicators developed against which to measure progress, and regular M&E is undertaken;
- training provided for all relevant staff on the strategy and how to implement it;
- safe and accessible complaints procedures are introduced to enable children who experience discrimination to seek redress.



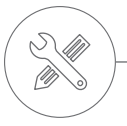


## Chapter 6: Are all children equally included?



### Measures to address discrimination in France

- **France:** In Colomiers, the school map was revamped in 2015 to ensure greater social diversity in schools following an assessment of the disparities in educational level affecting some areas. This led to a number of inconveniences for children who had to change school or walk further to school. But representatives of the parents' associations interviewed agreed that individual situations should not come in the way of the common good and, overall, they agreed with the decision. On a more general level, Colomiers has developed its urban planning to ensure socially mixed neighbourhoods throughout the city. It considers this a priority issue. Consequently, while there are public housing projects and poorer areas eligible for the national urban policy support, municipal staff have reported that all areas are socially diverse and no part of the city can be readily identified as 'poor' or 'rich'. City transportation is a critical way to promote equal access to services, encourage social diversity and avoid isolating neighbourhoods. In Colomiers, city buses are free, which adults and young people alike have identified as very valuable. It makes moving around the city much easier, including for those in a difficult economic situation, and helps bring services closer to users. In Aubergenville, transportation is not free and internal city lines are limited. Given the city's geography, with a highway separation and hills, inhabitants have identified transportation cost and timing as an issue. For those without a car and/or who have restricted budgets it is difficult to reach proposed services and activities. Municipal staff indicated that free transportation used to be in place, but competition laws and the possibility of the city being sued by private companies operating in the area have put an end to the system.



See **Tool No.15** for an example of how the Finnish Committee developed a Building Block on Equality and Non-discrimination and the related checklist for cities/communities.

### 6.3.2 Strategies to address discrimination against children with disabilities

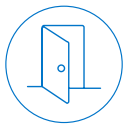
Children with disabilities are likely to face exclusion because of attitudinal, physical, communication, and sometimes legal and policy barriers. These barriers will affect all aspects of their lives and serve to reinforce a sense of isolation, vulnerability and low self-esteem, as

well as inhibiting their opportunities to fulfil their potential. Many of the changes needed will require legal and policy frameworks, as well as resourcing, from national government, but the following measures could be considered in order to address the barriers at the local level:

#### In schools

The entire education environment must be accessible and designed in a way that fosters inclusion and guarantees children equality throughout their education. Depending on the country, some of these aspects may fall within the jurisdictions of various authorities beyond cities/communities, including the Ministry of Education. Measures to achieve this goal include:

- systematic reviews of the physical design of schools to identify all the potential structural changes that could be made to render them accessible to children with physical disabilities:
  - doorways;
  - steps and stairways;
  - toilets;
  - school cafeterias;
  - sports and recreational spaces;
- organizing classrooms to accommodate different needs, including design of desks and chairs, enabling children with impaired hearing or vision to sit in the most appropriate locations within the classroom, pairing children with different abilities;
- providing school transport that is inclusive, accessible and safe for students needing support getting into and out of vehicles;
- introduction of information and communication systems, including:
  - Braille and alternative script;
  - augmentative and alternative forms of communication;
  - access to appropriate technology and alternative communication systems;
  - use of sign language;
  - induction loop technology;
  - captioning;
- introducing digital communication systems to facilitate learning. However, the availability of on-line mechanisms for teaching and learning should not be used as an excuse to avoid opportunities for the direct participation of children with disabilities in schools. Without this direct participation they miss out on the social and interactive dimension of education;



## Chapter 6: Are all children equally included?



- supporting teachers to develop flexible ways for students to learn. Training could be provided to help them:
  - create an engaging classroom environment;
  - develop courses appropriate to children’s different educational needs;
  - maintain high expectations for all students, while allowing multiple ways to meet expectations;
  - focus on educational outcomes for all, including those with disabilities;
- involving children in peer support in the classroom and in recreational spaces. Children with and without disabilities can be paired together and classes can work together to decide how to ensure everyone feels included.



### Making schools accessible

- **France:** In Colomiers, from kindergarten on, children with special needs have access to a special desk adapted to their situation. Also, they benefit from the support of a teaching assistant, who accompanies them during classes and activities. Efforts are also made to ensure that children with disabilities have access to after-school activities, to guarantee continuity and avoid feelings of exclusion if their friends participate in such activities. A programme also identifies, early on, children at risk of not doing well in primary school and provides them with small-group sessions to develop their attention and study skills.



### In the wider community

At the municipal level, there are significant measures that can be adopted to promote the social inclusion of children with disabilities. In so doing, it is helpful to consult with local organizations of persons with disabilities about the measures needed. Consultations should also include the children and their families, as they represent a significant source of expertise. Consideration could be given to the following:

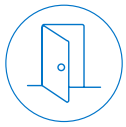
- Use of language can serve as a significant factor in transmitting messages about how people with disabilities, including children, are respected. This will affect attitudes and understanding within the community. For example, many people with disabilities prefer to avoid the terms ‘special needs’ and ‘able-bodied’. Once you have consulted with the local disability community, it would be helpful to ensure that you consistently use the preferred terminology in all policies, in public communications and in the media.



- Every effort needs to be made to invest in making all aspects of the environment accessible to all children. Universal design is a broad-spectrum of ideas to produce buildings, products and environments that are inherently accessible to all members of society. The intent is to design all products and the built environment to be aesthetic and usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life. A review could be undertaken of the physical, communication and transport barriers across all aspects of local community life. This will identify how universal design features might be introduced to promote greater accessibility and inclusion of children with disabilities. Dialogue with, for example, developers, planners and private transport companies will be necessary to create a shared understanding of the goal of full inclusion.
- Play and sports are vital to the optimal development of children’s health and well-being. They contribute to children’s creativity, imagination, self-confidence, as well as physical, social, and emotional skills. However, children with disabilities are very commonly excluded from any opportunities to participate. They therefore lose out on friendships, fun, and the chance to build competencies. CFCLs need to create open accessible places for children of all ages and abilities to play, be with their peers and take part in sports. It is not simply about making specific adaptations for particular impairments. Rather, it involves creating inclusive spaces where all children can play together, regardless of who they are. While a play environment cannot be designed or adapted to allow for every need or impairment, it needs to try to provide as much variety as possible – in terms of access, challenge and sensory stimulation. The CFCL strategy should adopt a clear vision for inclusive play, with policies and procedures to support that vision.
- Efforts need to be made to promote and ensure children’s participation in the local child participation council or any other structure of participation.

### Creating safer communities

- **Italy:** The programme Green Paths for UNICEF is being implemented in the city of Genoa. It is designed to make the city safer, more accessible to all, better taken care of and, overall, a better place for children. The green paths are urban pedestrian routes. They are assessed and improved in terms of safety, physical accessibility and street decoration, and as a means to promote knowledge, enhancement and enjoyment of the historical and cultural heritage of cities.



## Chapter 6: Are all children equally included?



### 6.3.3 Strategies to address discrimination against children from ethnic minority communities, migrants, asylum seekers and refugees



Growing inequity and instability across the world has led to a significant increase in the numbers of migrants, refugees and asylum seekers moving to escape violence, insecurity and extreme poverty. This has placed additional pressures on many municipalities, in terms of increased demand for services. Nevertheless, it is important to recognize that these children are entitled to the realization of their rights on the same basis as all other children. For example, they have the same right in respect of access to health, education, play and social security, as well as to child protection and rights to freedom of religion and association. CFCIs need to invest in measures to respond to these concerns if these children are not to face discrimination and exclusion. The nature of the measures needed will depend on the numbers of children involved and the circumstances in which they arrive. Some of the following could be given consideration:



- information is made available in their languages about what rights they have, what services are available and how to access them;
- support for community meetings to provide opportunities for local community members, including children, to meet and welcome new arrivals;
- recruitment of volunteers or municipal or NGO staff to act as focal points for newly arrived refugees and asylum seekers to provide help and information as and when they need it;
- training and guidance for teachers, to help them understand the cultural, religious, political and social context of refugees and asylum seekers arriving within the community. This will help them support those children while they adapt to school;
- provision of second language teaching for parents, and in schools and early childhood education, to facilitate the learning of the local language;
- provision of interpreting services as needed to ensure that children can access the services they require;
- promotion of volunteering networks to provide for the material needs as well as to befriend and support isolated children;
- support for befriending systems for local children to partner and support children arriving within the community.



### Community-based actions to promote inclusion

- **Germany:** The CFCI coordinating body dedicated one network meeting to refugees in November 2014, prior to the current refugee crisis. In terms of the activities targeting refugee children in the context of CFCI implementation, the children's council in Wolfsburg discussed the refugee crisis and the children decided to support refugee children by buying toys and supplies. The council promoted a day for activities for refugee children and, before Christmas, they spent a day baking Christmas cookies with the local refugee children.
- **France:** In Aubergenville, 'Everybody's House' is located within the housing project area. Membership fees start at about €5 Euros a year for the lowest income range. The structure offers a wide range of services and activities as well as a space for socializing, which has a large table and a coffee shop. Typical users are families with a migrant background, elderly people who find company there, and other neighbourhood residents. Members are regularly consulted on activities and invited to propose and conduct workshops themselves. Older ladies will teach knitting, migrant family members will host ethnic cooking workshops, etc. The centre enables neighbours to get to know each other, build social links and access information on their rights and entitlements. It also has a job placement office. The centre hosts a day care centre for children, which proposes activities for after school and during holidays, as well as family day trips at a reduced cost. The day care has very flexible and extended opening hours. Children can drop in any time, to adapt to the needs of parents, especially single mothers, with unstable jobs and unpredictable schedules.
- **France:** In the child friendly city of Grande-Synthe, the mayor requested Doctors Without Borders (MSF) to set up a camp and the National Committee to support coordinating protection activities for children within the camp. The Red Cross and MSF will soon provide psychosocial support in the camp. Following a visit to the camp, members of the Senate issued a press release supporting the National Committee's recommendations, including the establishment of a safe space for children inside the camp and reminding the Ministry of Interior of its responsibilities.



## Chapter 6: Are all children equally included?



### 6.4 Step Three: Awareness raising and advocacy to address discrimination and prejudice



One of the most profound barriers to inclusion can be the negativity experienced by certain groups of children from other members of the community. CFCIs can adopt a proactive approach to challenging prejudice, ignorance and discrimination against certain groups of children living within their community.



- surveys, conducted in the context of Step One (above), can be used as a basis for awareness raising and advocacy;
- campaigns to tackle negative attitudes, such as sexism, racism, homophobia, discrimination against people with disabilities, and religious hatred. These campaigns could use local and social media to provide information and stories about the lives of children facing discrimination;
- involvement of children themselves as advocates for overcoming discrimination;
- consistent use of positive language to describe all groups of children – in all official municipal documents and communications, in media interviews, discussions and press releases;
- provision of fact sheets to address misinformation e.g. on numbers of asylum seekers, on the positive outcomes of inclusive education;
- social events to bring children and their families from different communities together to learn about each other's cultures, foods, religions and lifestyles;
- building networks of children from existing refugee communities to lend their experiences to help with the cultural acclimatization of newly arrived children;
- ensuring that in any school or children's councils, children from marginalized communities are fully represented;
- promoting children and young people as positive role models within the community to counter negative perceptions about adolescents.



#### Tackling prejudice and social exclusion

- **France:** In Aubergenville, the music school has made innovative outreach efforts to a less immediate audience. It has developed a reportedly successful 'mini-concert' initiative in which the youngest musicians perform in early childhood education settings for babies. It has also organized concerts in the housing



project area, to bring the school closer to an audience largely under-represented among school students. Reportedly, the initiatives are very much appreciated on both sides, enabling students to perform in public and the audience to have access to a different form of culture. Also in France, Colomiers has organized lunchtime activities in a junior secondary school where many students come from families in difficult situations. Two organizers propose games and projects children can choose from. It is a space where children, who may have aggressive behaviours, have to follow community rules while being able to express their individual needs and having an adult presence. The programme runs at full capacity and even had to establish a rotation system to accommodate all requests.

- **Spain:** In the 2014 call for applications for the CFCI, the programme rewarded the municipality of Almeria for its project 'Give a Boost to Youth and Intercultural Cohabitation in the Historic Centre of Almeria'. It involved children between 5 and 12 years old, from very diverse communities, mainly North African, Spanish and Roma, as well as children from Romania, Ecuador and China. The specific objectives of the action were to:
  - develop habits of teamwork, respect and tolerance through summer intercultural workshops;
  - encourage positive coexistence and provide areas where the youth could gather.

The activities included arts, health habits and workshops on new technologies. It also involved cultural activities.

### 6.5 Learning from practice

Experience from existing CFCIs indicates that the need to tackle discrimination and social exclusion consistently recurs as a serious concern, and is one that is far from straightforward to resolve. The increasing patterns of migration, globally, mean that all societies are having to address the importance of respecting and integrating cultural, religious, language and ethnic diversity. Traditional negative attitudes towards people with disabilities, to LGBTIQ children and indeed, towards children more generally, take time to change. The following lessons learned have arisen in recent experiences.



## Chapter 6: Are all children equally included?



- **Implications of national context.** In addition to prevailing social attitudes, approaches to non-discrimination and equity are strongly influenced by national legislation and policies. Together they will have a direct impact on the scope of local municipalities to act. For example:



- legislation on non-discrimination;
- requirements to introduce disability access;
- levels of state benefits;
- education and housing policy;
- policies on immigration, refugees and asylum seekers;



are generally determined at the national level. The role of a CFCI at the local level, therefore, will be to implement and operate within the boundaries of those laws and policies. Thus, in many ways, the role is reactive.



However, there remains considerable scope for intervention:

- **To implement national laws and policies at local level,** for example:
  - ensure that non-discrimination legislation is fully understood and is reflected in all local policies, services and activities;
  - spread information about national laws and policies as they apply to local services;
  - review local budgets to accommodate the need to implement laws and policies;
  - identify opportunities for flexible implementation, for example, if there is scope for additional local support to enhance housing or other social security benefits.



- **To introduce local policies in the absence of national frameworks.** Where there is no guiding national legislation or policy framework affecting issues relating to discrimination or social exclusion, CFCIs could provide this platform. The local city/community can, subject to budget constraints, determine its own local policies to promote equity for children within its CFCI. For example, by

- subsidizing entry fees and fares;
- promoting active non-discrimination policies for access to services;
- redistributing local finances to promote greater equity in access to services and to overcome discrimination;
- developing a policy to achieve inclusive education throughout the school system within the locality.



- **Discrimination leads to violations of all other rights.** Evidence from multiple sources, including State reports to the Committee on the Rights of the Child, highlights that discrimination is widespread against many groups of children in all countries. And this leads to the violation of many other rights. If children suffer poverty, social inequality, bullying, social exclusion, racism or prejudice, they are likely to experience poorer mental and physical health as well as reduced educational achievements. Children who are hungry cannot learn. Children who are persistently made to feel inferior or outsiders may lose a sense of their own potential, lowering their aspirations. They may turn to other sources of approval, for example, to gangs or forms of extremism. Measures to promote social inclusion are, therefore, fundamental to any meaningful CFCI. It is not possible to adopt a child rights approach without addressing discrimination. A commitment to non-discrimination needs to be actively incorporated as a central dimension of the strategy, preferably as a core component and recognized as an essential element of a CFCI.

### Making non-discrimination central to the CFCI

- **Finland:** The CFCI determined that equality and non-discrimination should be proactively tackled in the CFCI. They were included as priorities in the planning phases. And they are included in the process of assessing whether and how existing structures take into account and have a positive or negative effect on different groups of children.
- **Role of the media.** The local and national media can and do play a very significant role in influencing local attitudes towards different groups of children. It is a useful strategy to build strong links with local journalists in print and other media and to encourage them to work as allies in supporting the work of CFCI. Accordingly, consideration could be given to:
  - offering training to journalists on children's rights, and their relationship with the ethics of journalism. This could provide guidance on the importance of avoiding the perpetuation of harmful stereotypes and the use of language that serves to demean, objectify or insult particular groups of children<sup>6</sup>;
  - providing them with information about the CFCI, its aims and objectives, and encouraging them to work as partners in moving it forward;

<sup>6</sup> See *The Media and Children's Rights*, guidelines produced in 2005 for UNICEF by Mediawise: [www.unicef.org/ceecis/The\\_Media\\_and\\_Children\\_Rights\\_2005.pdf](http://www.unicef.org/ceecis/The_Media_and_Children_Rights_2005.pdf)





## Chapter 6: Are all children equally included?



- identifying children – within the context of child safeguarding policies and procedures – who are interested in acting as spokespeople for their community and who could be provided with media training. They could be proactive in responding to relevant media stories, producing press releases, as well as being available for interviews;



- local municipal leaders who can also set a strong example through the messages they promote and the language they use when communicating with the local media.



The CFCI itself can use social media to promote positive messages, tell good news stories and challenge xenophobic attitudes. Children themselves can be supported through their social media networks to, for example, launch campaigns to promote positive messages, respond to negative media stories and raise awareness. When supporting children's engagement in the media, it is important to give proper consideration to child protection and safeguarding. (See Chapter 5 on child participation and Tool No. 13 on basic requirements for quality and ethical participation.)



- **Identifying indirect discrimination.** While it is relatively easy to identify examples of direct discrimination, it is much harder for the CFCI to know if its policies or services contribute towards indirect forms of discrimination. The case studies indicate that while many cities/communities are making significant efforts to reduce disparities, it is proving challenging to both identify and address the more indirect forms of discrimination. In addition, well-intentioned measures can have negative unintended consequences. For example, in some countries, efforts to promote inclusive education for Roma children, has resulted in 'white flight' with parents/caregivers of other children simply removing their children from the schools.



### Addressing indirect discrimination

- **France:** In one CFCI, pricing for services offered by the city usually depends on the family's income and is highly progressive. For families with very low income, access is either free or at a very low cost for services such as school canteens, after-school and holiday programmes. However, in some instances, some similar services, such as after-school activities, may have a very low cost for some programmes and be more costly for others. In such situations, poorer children tend to attend low-cost programmes, and those from better-off family would avoid these, seeing them as designed for poor families, and go to the more costly ones, thus reinforcing disparities.



While it is never going to be possible to overcome all these problems, the following steps will help minimize potential harm:

1. Develop and facilitate a comprehensive CFCI baseline assessment of children's experiences which will help identify where they face exclusion and what causes it.
  2. Encourage the development of local strategies designed to respond to the key areas of exclusion and discrimination. The strategy should include sets of indicators specifically to measure progress in promoting social inclusion. They could be determined in consultation with children to make sure that they are designed to measure the things they consider to be important. The indicators need to be disaggregated so that, for example, patterns of usage of or satisfaction with services can be measured for different groups of children. It might be easier if the CFCI focuses initially on one particular area of service or facility, to test out this methodology.
  3. Commit to regular M&E at the local level, again with children themselves, if possible. This will provide the evidence as to whether the strategy is working and whether it is leading to any unintended or perverse consequences.
  4. Include indicators for equity and non-discrimination in CFCI M&E mechanisms.
- **Attitudes towards adolescents.** All the rights in the Convention apply equally to all children. And children of all ages can face discrimination. However, adolescents, as a group, often face particular hostility and significant levels of discrimination and exclusion. Services designed and focussed on their needs are, generally, insufficiently addressed. For example, many adolescents lack access to:
    - confidential and adolescent-friendly health and sexual and reproductive health services;
    - safe and non-judgemental drugs and harm reduction services;
    - freely accessible youth services;
    - lack of provision for sports and outdoor recreation, for girls in particular.

Local policies can also serve to discriminate, for example, through the introduction of curfews for adolescents. Young boys, particularly those from minority ethnic backgrounds, or those with learning disabilities or from the poorest backgrounds are disproportionately vulnerable to getting caught up in the criminal justice system. This is often accompanied by devastating consequences for long-term life chances and well-being. UNICEF globally, as well as World Health Organization (WHO), have sought to address these issues and promote a far higher priority to the rights of adolescents. Information can be found at <http://www.unicef.org/adolescence>.





## Chapter 6: Are all children equally included?



Associated documents that enlarge on the action required by States to comply with their obligations with respect to the rights of adolescents also provide useful guidance on actions that could also be considered at the local level:

- Convention on the Rights of the Child (CRC) General Comment No.20, on the on the implementation of the rights of the child during adolescence;
- UNICEF State of the World's Children: Adolescence, An Age of Opportunity;
- UNICEF Scorecard – indicators on the rights of adolescents;
- UN Global Strategy on Women, Children and Adolescents' Health;
- WHO Global Standards for Quality Health Care Services for Adolescents.

A CFCI needs to work closely with adolescents to help identify their needs, the challenges they face and the strategies that are required to overcome them.



### Strengthening awareness of the rights of adolescents

- **Switzerland:** The child friendly city of Sion has set up a youth observatory to coordinate youth policies and to detect, prevent and address emerging issues affecting youth. The observatory was created in 2004, before the city had received accreditation. It involves approximately 20 stakeholders, including professionals from various sectors, such as the police, integration, urban planning, schools, social service employees and staff from civil society organizations. They meet two to four times a year, alongside the ongoing activities of working groups. The observatory supports inter-institutional coordination, advises the municipal council on youth policies and supports the implementation of the decisions made. Each year it focuses on a dedicated theme. The observatory has prompted a number of projects, many of which are still in place today.





# Chapter 7: How can you assess, identify and engage with partners?



## Overview

Partnerships are essential to a CFCI. They exist at various levels:

- between the National Committee and other entities at the national level for the overall development and/or management of the initiative;
- between the National Committee and the city/community;
- within the city/community;
- between the city/community and other levels of sub-national or national government;
- between cities/communities involved in a CFCI, for the purposes of networking.

Partnerships can cut across government at different levels, civil society, the media, academia and the business sector. They may be formal or informal. They may be time bound for a specific project or stage of CFCI development, or ongoing for day-to-day implementation. They may exist for the purposes of planning, implementing, monitoring and/or evaluating a CFCI. Some of these partnerships will be in the direct control of National Committees, while others will be decided at city/community level. In particular:

- National Committee partnerships with cities/communities form the central axis of the CFCI models. The role of the National Committee depends on the CFCI model developed.
- National Committees may have direct contact with individual cities/communities or indirect contact with larger numbers via networks of cities/communities.
- National Committees may play a ‘participatory’ role in their partnerships with cities/communities, a ‘standard-setting’ role or a dual role involving both these aspects.
- Partnerships between cities/communities and National Committees may be based on a power imbalance (elected versus unelected stakeholders), which can affect how support and technical assistance are perceived.
- Ownership of a CFCI at the local level by municipal authorities – across a range of sectors – is important. In spite of the importance of civil society and private sector partnerships, it is the city/community-level government that is ultimately the duty-bearer in relation to child rights implementation at the local level. Having said this, other non-State actors in the child rights context are key in the reality of children’s lives and their involvement in a CFCI is therefore essential.
- CFCI partnerships with civil society, the media, academia and the business sector each have their own advantages and safeguards, which need to be considered. Partnerships and networking go hand in hand.
- Partnerships can have a significant impact on the sustainability of a CFCI. For example, they are significant in terms of human and financial resources as well as the potential, or lack of it, to eventually transfer management responsibility to government partners.
- Capacity building and networking for partners are keys to success and greatly appreciated.



## Tools

- **Tool No. 16:** Sample Memorandum of Understanding between a National Committee and a government ministry



## Further reading

- [Child Friendly Cities Initiatives in Countries with a UNICEF National Committee Presence: Stocktaking Assessment Report, July 2015](#)
- [The Media and Children’s Rights, guidelines produced in 2005 for UNICEF by Mediawise](#)
- [Child Rights and Business Principles](#)
- [General Comment No.16 \(2013\) State obligations regarding the impact of the business sector on children’s rights](#)
- [UNICEF Child Rights Toolkit, Module 6. Civil Society](#)
- [UNICEF Due Diligence Criteria and Processes for Corporate Fundraising and Partnerships](#)
- [Case studies](#)



# Chapter 7: How can you assess, identify and engage with partners?



## 7.1 Overview

Partnerships are included in the core components – ‘leadership, coordinating mechanisms and partnerships’. As established in **Chapter 2**, the objectives, size of the initiative and the role being played by the National Committee will help you determine which other stakeholders could be involved as partners. This decision should be based on an assessment of their potential to add value to the initiative. An assessment of their own agenda and interests is also essential to avoid conflicts of interest and possible disruptions to relationships and processes.



See **Tool No.16** for a sample Memorandum of Understanding between a National Committee and government ministry

## 7.2 Local government

It is the municipalities that are responsible for implementing a CFCI at the local level. Municipal decision-making bodies are responsible for planning and implementing child-friendly measures across the city/community. One of the main CFCI objectives is integration of child rights and the child rights approach into daily municipal management. This requires cross-sectoral coordination and partnerships. It encourages municipalities to change their organizational culture and practices by presenting the benefits that can be expected from organizational changes. The role of the National Committee at this level will be very much dependent on the local context and the particular CFCI model developed. To access and have influence with a large number of cities and communities, some National Committees have partnered with national-level authorities, such as the ministry in charge of childhood policies. Others have relied on alliances with local government federations or mayors’ associations. In other cases, the National Committee has a direct involvement with individual municipalities.



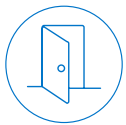
### Working with networks of mayors

- **France:** From its inception, the CFCI has built on a partnership with the Mayors of France Association (AMF) which connects mayors from all 36,000 French municipalities. While formally an association registered with a civil society status, its official role as the representative of elected officials means that it is highly respected and enjoys significant political influence. The AMF’s president is usually a well-known politician. The AMF is a forum for mayors to discuss issues of common interest and develop collaborative projects, including access to funding. The partnership enables UNICEF to have access through the AMF to all French mayors and gives strong legitimacy to the CFCI. It helps make the CFCI visible, to be taken seriously, and to channel CFCI information to all cities in France.

Some National Committees adopt a ‘participatory’ role in their relationships with cities/communities. For example, in the UK the National Committee does not act as an inspectorate for accreditation or labeling. Rather, it acts as an equal partner fostering local authorities’ ownership of the process. Other National Committees have adopted a more ‘standard-setting’ role, establishing and maintaining the quality of the accreditation processes. In some cases, a National Committee might perform a dual role as both a capacity-building partner and evaluator/standard-setter. These two roles are not necessarily incompatible as the evaluation/assessment process can be a useful framework through which to structure constructive dialogue with municipal partners. (See **Chapter 2** for more details.)

It is important to embed local ownership of the initiative with the municipal authorities from the earliest possible stage. The National Committee in Finland requires that the decision to start the process of becoming a child friendly city be made by the city council (as opposed to the partnership being initiated by the National Committee). Various countries have found that it is fairly easy to work with the more ‘traditional’ child sectors, but city planning and the health sector, for example, are harder to engage. Particular efforts need to be made to promote ownership across a range of sectors within the municipal authorities.

National Committee support to municipalities in the context of a CFCI implementation is explored throughout this Toolkit in different contexts. It often takes the form of training or provision of technical assistance. In some country contexts, proactive interventions reaching out to municipalities with offers of support can be welcomed. For example, in Germany,



## Chapter 7: How can you assess, identify and engage with partners?



the CFCI coordinating body states that municipalities might be hesitant about accessing the pool of CFCI experts without encouragement from the CFCI team. In other countries, offers of support from the National Committee might not be well received unless municipalities themselves make a request.



### National Committee support to municipalities

- **Spain:** An international CFCI congress is organized every two years and there are many regional seminars each year, supported by both on-line and face-to-face training.
- **Finland:** Initial CFCI training is provided to each municipality directly by the National Committee (Adviser for Domestic Advocacy). Often this is done in partnership with another staff member or the CFCI researcher. Materials are provided and, if there is demand, advice on specific themes, such as child rights impact assessments. Annual networking seminars are held in a different municipality each time with presentations from the National Committee, the municipalities, outside speakers and participation from national-level government representatives.
- **Germany:** The CFCI coordinating body has arrangements with a pool of external experts to consult with and support participating municipalities. The expert panel consists of individuals from child rights-related fields, such as urban planning, public health and education. They work mainly on a voluntary basis, receiving a symbolic remuneration of €500 per year plus travel expenses. Three experts have been allocated to each municipality. Additionally, there is an on-line pool of experts for more specific topics as needed. The CFCI coordinating body encourages the use of experts at specific times in the process. It is up to the municipalities to contact the experts and discuss and agree with them how they will be paid.



In countries where the State – and public institutions, in general – is strong, an initiative run by civil society (National Committees in this case) has some inherent limits. Even though National Committees may be set apart from other NGOs by their association with the global UNICEF brand (which constitutes a major contribution to a CFCI) nonetheless, there can be a danger. The CFCI could be perceived as a ‘UNICEF project’ or event planning mechanism rather than as a transformative tool for the implementation of child rights at the local level. Although the language of ‘partnerships’ may be used, implying a level of equality in the relationship, the partnership may be affected by a power imbalance. The CFCI can be caught between a government entity on one side and a civil society organization (albeit

with international UN links) on the other. Awareness of this dynamic, combined with clear expectations of roles, requires sensitive and transparent communications.

### 7.3 Civil society engagement

There are great variations in the degree to which civil society organizations and the general public are directly engaged in a CFCI. This relates to the degree of public awareness of the CFCI (linked to the degree of engagement with the media) and what its goals and processes are. The CFCI stocktaking report identifies three reasons for maintaining civil society engagement in a CFCI:

- aware and concerned citizens can advocate for improvements for children with local government;
- citizens can make changes for children through civil society organizations;
- citizens can help to implement child rights through their daily interactions with children in the city.

In the face of limited resources, there may be a tendency to leave management of the CFCI entirely to local governments. However, it is essential to find ways to maintain a balance for local government to work alongside civil society. “Without this balance the initiative will become a technocratic one and will lose the fundamental dimension of a child friendly city also being a place where its residents care for children.”<sup>7</sup>

There may be an existing active local civil society, but it may know nothing about child rights. All local civil society organizations need to be involved in a CFCI and elaboration of the action plan needs to involve civil society. (See **Chapter 5** for details on child participation and **Chapter 6** regarding the proactive inclusion of particular groups or individuals such as migrants, refugees and persons with disabilities.)

<sup>7</sup> See *Child Friendly Cities Initiatives in Countries with a UNICEF National Committee Presence: Stocktaking Assessment Report*, July 2015, pages 28, 11 and 36.





## Chapter 7: How can you assess, identify and engage with partners?



### The role played by civil society in CFCI implementation

- **France:** Civil society, understood as grassroots organizations, does not have an explicit role in the CFCI management and accreditation process, but it is an important partner. The CFCI application file and accompanying guide emphasize the importance of involving local associations as integral components of a child friendly city. They should be critical allies, often on the frontline to address citizens' daily problems. Local administrations are encouraged to develop partnerships with them for interventions and for financial and other support. For example, the Associations' House – present in many cities in France – promotes and supports associations at the local level by meeting some of their structural needs, such as a space to hold meetings and events, either for free or at very low cost. Associations can also use the address for legal purposes and to receive mail. Many structures financed by municipalities have the legal status of associations. Others are citizen driven and are designed to complement public actions in various areas. As a result, while civil society organizations may not be explicitly linked to the CFCI title, they are often part of the broader picture for a child friendly city.
- **Republic of Korea:** Involvement of residents in policy making is a major element of the political vision in Seongbuk. A number of initiatives exist, from participatory budgeting to residents' committees, in which citizens are directly involved in shaping the municipality's policy. Some initiatives have directly stemmed from consultations with citizens. Among these initiatives are 'safe-return home' buses, for children who come back late at night from academic schools, and 'yellow carpets' painted at street corners in front of traffic lights, so that drivers can better see children and avoid traffic accidents. Citizens' participation in policy making is receiving increased attention from municipal leadership as a tool to ensure that the municipality meets residents' needs and is attractive to families.

### 7.4 Volunteers

Some National Committees have strong partnerships with volunteers, for campaigning, CRE and fundraising purposes. The contributions of volunteers can be crucial in running a major CFCI programme in a large country and to support UNICEF's engagement at the local

level. However, the extent of the involvement of volunteers in a CFCI varies significantly from country to country, often depending on their level of relevant experience and time commitment. Significant capacity building and clear guidelines and procedures may be required to ensure quality and to avoid reputational risk for the National Committee. The prescribed methods of procedure for their engagement need to be clear to preserve their enthusiasm and commitment. The French National Committee would not be able to manage such a large CFCI initiative without support from its local volunteers. National Committees seeking to involve large numbers of cities/communities without similar local volunteer networks to rely on might face difficulties providing the minimum support needed in the process.

Some National Committees run child and youth participation programmes, such as Young Ambassadors initiatives. Through such initiatives children and young people are supported as volunteers to raise awareness of UNICEF's work, conduct CRE and/or support fundraising efforts. (See [Section 2.1.3](#) for further details on this specific aspect of partnerships with volunteers.)

### National Committee partnerships with volunteers

- **France:** The National Committee works with an extensive network of volunteers operating at the local level and organized around 'Departmental Committees' (CD) – referring to the administrative level of the 'department'. (There are 101 departments in France.) Volunteers are responsible for following up with cities on the submission of their application and the signing of the partnership contract. Each CD has designated a focal point for a CFCI. The role of the focal point involves sustaining momentum at the local level for the submission of the application, ensuring the process runs smoothly and supporting the signing ceremony. It does not include providing substantive advice to the cities or to the National Committee on either the application itself or on the implementation of the CFCI framework in specific cities.
- **Finland:** There are 40 groups of National Committee volunteers across the country who carry out mainly fundraising activities. So far, they have not been involved in implementing the CFCI. However, in one of the new municipalities (Pori) it was the local group of volunteers and other civil society organizations that signed a petition to ask for the recognition of Pori as a child friendly city.
- **Spain:** Each regional office has a small board composed of volunteers who represent UNICEF with the authorities. They play a fundamental role in promoting the initiative and ensuring buy-in at the political level.



# Chapter 7: How can you assess, identify and engage with partners?



## 7.5 Media



As outlined in **Section 4.3.7** (core component of ‘communication and public relations strategy’), the media is an important partner in a CFCI promotion. In collaboration with communications colleagues, the National Committee may identify ways to integrate a CFCI into their national communications and public advocacy strategies. This would capitalize on existing UNICEF media partners and print, broadcast, digital and social media channels and procedures (see also **Section 2.1.3** on CFCI links with National Committee communications work). Additionally, National Committees may work in collaboration with, or support, other CFCI partners at different levels to effectively and ethically engage with the media. This engagement might involve:

- the development of guidance tools and procedures on child safeguarding;
- use of the CFCI and UNICEF logos and branding;
- examples of positive messaging around a CFCI;
- sample press releases;
- frequently asked questions posed by the media in relation to a CFCI.



Opportunities can also be explored to engage children in an active role in local radio and/or newspapers, as reporters or presenters. They can make a significant contribution to promoting and spreading information, gathering feedback and organizing local campaigns through social media networks.



### Partnerships with the media

- **Republic of Korea:** The signing of the initial CFCI memorandum of understanding between a municipality and the National Committee marks the very beginning of the process. It is non-conditional and is marked by a public ceremony which receives significant local media attention. In Wanju, thanks to a partnership with the local media, local news will feature a monthly report by child reporters, who are members of the children’s council. These reporters will act as spokespersons for children, writing articles and raising awareness on children’s issues and concerns.



## 7.6 Academia/experts

Partnerships with academic institutions and individual researchers offer exciting potential for the development of evidence-based research in relation to different aspects of a CFCI implementation. This is particularly so in relation to their implications for child rights. A CFCI may be of particular interest to disciplines such as child rights and childhood studies, education, law, sociology, anthropology, urban planning, architecture and criminology. Partnerships may be informal arrangements with graduate students for them to study particular aspects of a CFCI in relation to required study in their field (for example as a Masters or PhD research topic). Or they may extend to formal joint applications for external funding for peer-reviewed research by professors. Any such research is likely to involve children themselves and so attention is drawn to the quality and ethical standards on child participation in **Chapter 5**. Academics and experts can also be involved in steering groups, advisory processes, assessment/accreditation processes, M&E and training.

### Partnerships with academia and experts

- **Finland:** A researcher on child and youth participation from the Youth Research Society participated in the development of the CFCI concept in Finland and still collaborates with the National Committee in its implementation.
- **Republic of Korea:** In Wanju, a university professor, together with a group of students, drafted a comprehensive study of the situation analysis, which served as the basis for the city’s CFCI application.
- **Spain:** The National Committee works with different thematic experts for accreditation, training and developing publications on child rights issues. The Autonomous University of Madrid plays a very special role in this regard. Its Institute for the Needs and Rights of Children and Adolescents (IUNDIA), jointly managed with UNICEF, is a national partner of a CFCI. It has undertaken specific research, monitoring activities and permanent training, the last project being an on-line training for municipal workers.
- **Italy:** For 30 years, the National Committee has promoted ‘University Multidisciplinary Courses for Rights Education’ to raise awareness on the Convention. From 15 to 20 courses are provided every year, with an average of 10 sessions per course and a total enrolment of 2,000 students. The courses are open to university students from any faculty with the following objectives:





# Chapter 7: How can you assess, identify and engage with partners?



- to promote a culture of childhood;
- to modify personal and professional behaviour;
- to increase skills to understand the issues and child-related emergencies in Italy and the world.

The classes are delivered by teachers and experts from different areas, including National Committee staff and representatives of national and international institutions.



## 7.7 Business sector



The business sector can affect the lives of children in many ways. That impact can be positive or negative, direct or indirect. Children may attend a kindergarten run by a private company, eat school meals provided by businesses and/or attend privately-run extra-curricular activities. Children are considered core clients by toy production and entertainment companies (cinemas, restaurants and commercial centres) and can be the target of aggressive marketing and publicity practices.



According to the [UN Guiding Principles on Business and Human Rights](#), the business sector has an obligation to respect the human rights of all human beings. According to these principles, States are duty-bearers and are obliged to protect and fulfil the rights of all children within their territory and/or jurisdiction, nationally and locally. This includes the duty to protect against human rights abuses by third parties, including business enterprises. The State can do so by enforcing laws and policies, requiring business enterprises to respect human rights and communicating and providing guidance on how to do so in a manner that does not constrain them.



Businesses equally have a responsibility to respect human rights and should, at the most senior level, endorse policies and processes, which as a minimum include:



- a policy commitment to meet their responsibility to respect human rights;
- human rights due diligence processes to identify, prevent, mitigate and account for how they address their impact on human rights;
- processes to enable the remediation of any adverse human rights impact to which they contribute.



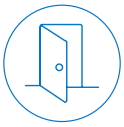
The [Child Rights and Business Principles](#) have tailored these Guiding Principles to the specific context of children and offer helpful guidance for identifying positive ways in which local businesses can affect the lives of children. This could include, for example:

- a commitment on the part of businesses to comply with child rights – particularly those contracted by municipalities in the outsourcing of local service delivery;
- sponsorship;
- funding;
- visibility;
- volunteer support from private sector employees as part of corporate social responsibility programmes;
- help in kind, such as the provision of meeting spaces and other facilities.

However, partnerships with the business sector require careful attention to established UNICEF 'due diligence' procedures to minimize organizational and reputational risk: [UNICEF Due Diligence Criteria and Processes for Corporate Fundraising and Partnerships](#).

### Partnerships with the business sector

- **Republic of Korea:** Since 2005, the legal environment has been conducive to the development of public-private partnerships to enhance the welfare system, including for children. For example, nearly all day-care centres are privately run. In a typical arrangement, private entities receive state funding and must include a certain percentage (e.g. 60 per cent) of marginalized children in their structures. Partnership with the business sector is also an important way for local authorities to access funding to finance CFCL-related initiatives. Many companies have corporate social responsibility programmes and make funding available to communities. Contributing to a CFCL is attractive to companies because it is local, concrete and child-focussed. In Wanjū, the municipality obtained funding from a major Korean company (Hyundai Motors) to set up a toy library. The municipality has also worked together with Hyundai Motors to install a public lighting system in areas with higher crime rates to increase residents' security. The company initially approached the municipality seeking opportunities to fund meaningful projects for children. The municipality facilitated contact with the NGO 'Good Neighbour' which provided proposals for projects, resulting in a tripartite agreement.



# Chapter 7: How can you assess, identify and engage with partners?



- **Hungary:** The National Committee has explicitly added this as its tenth CFCI building block: “Involving child-friendly businesses: active and sustainable involvement of the business sector’s individual or corporate representatives and making them interested in community empowerment to protect the children better and to enforce children’s rights.”
- **France:** Efforts to partner with businesses at the municipal level tend to focus on job creation and revenues for the city budget, which does have an impact on children. It is not seen as integral to child-friendly policies. Aubergenville negotiated job creation when a mall was constructed in the municipality. It has developed job placement services for young people to fight unemployment. The municipality seeks to incentivize private companies to hire young people in vocational training as part of school-work contracts. This has met with significant challenges because of the prevailing economic situation. Many municipalities contract private actors to manage various municipal structures and functions.

## 7.8 Multi-sector partnerships

In addition to partnerships with individual sectors, as explored throughout this chapter, many CFCI models rely on multi-sector partnerships. These are either for implementation of the initiative overall, or for specific stages of the CFCI process.

### Multi-sector partnerships for CFCI implementation overall or for specific stages of the process

- **Finland:** An expert group was established to inform CFCI development. It comprises:
  - the National Committee Advocacy Director, with knowledge of the Convention;
  - a researcher on child and youth participation;
  - the umbrella organization for youth associations, for its expertise in equality and non-discrimination;

- the Central Union for Child Welfare, for the child protection perspective;
- the Ombudsperson for Children for Tampere municipality;
- a member of the Board for Children of Hämeenlinna, the pilot city.
- **Hungary:** An Evaluation Committee, composed of 10 independent experts, reviews CFCI applications and selects three finalists to be granted the award. Experts include:
  - the National Committee Executive Director;
  - representatives from NGOs and think tanks;
  - professionals such as a nurse and a university professor with social policy expertise;
  - a child aged between 13 to 17 years selected from the National Committee’s Young Ambassadors programme.
- **Spain:** There is an External Evaluation Committee, comprising a representative of each CFCI management partner at the national level (National Committee, Ministry of Social Affairs, National FEMP and the University). At the local level, every city receives a visit from a technical evaluator – either an external or a National Committee staff member. The National Committee’s regional office staff then reviews the evaluation report by triangulating the information through field visits, interviewing children and local stakeholders.

## 7.9 Importance of networking and sharing good practices in relation to a CFCI

Many CFCI partnerships at different levels incorporate an element of networking and sharing of good practices. Municipalities and National Committees frequently cite the importance of such opportunities to encourage the valuable cross-fertilization of ideas. For example, in Hungary one of the objectives of the CFCI process overall is to identify good practices that the National Committee can feature and spread widely. Networking can take place through meetings, seminars, workshops, training activities, newsletters, social media and exchange visits. With a large scale CFCI, particularly if it has a wide geographical spread of participating



## Chapter 7: How can you assess, identify and engage with partners?



cities/communities, networking strategies could be decentralized. Smaller, local working meetings in which cities/communities could exchange information on specific issues of local relevance and share knowledge and good practices, can be more valuable than very large centralized networking meetings.



(See [Section 2.2.1](#) for more information on facilitating a CFCI network.)



- **Republic of Korea:** The National Committee has developed an exchange programme with the French National Committee. In 2015, a delegation of Korean mayors visited a few child friendly cities in France and met with the French National Committee. The study tour was organized by the National Committee, but the cities financed their own participation. A similar study tour took place in 2016, with mayors from different cities.
- **France:** Cities granted the title become part of a large network managed by the National Committee. The main networking activity is a major conference organized annually in Paris, which gathers together all accredited cities. Each city receives an invitation for two participants and a common practice has been for cities to have one elected official and one technical staff member attending.
- **Germany:** In addition to twice-yearly workshops, exchanges take place both within and outside the network of accredited cities. The child friendly city representatives are sometimes invited to visit municipalities that are interested in joining the CFCI, to share their experiences. There is a newsletter every two to three months in which cities are informed about available training opportunities and other issues. The CFCI coordinating body is starting to collect good practices at the national level (for example on urban and traffic planning, bicycle pathways and child participation in project planning). These will be made available to accredited cities.
- **Spain:** The National Committee issues a call for 'best practices' to recognize and reward actions and projects promoted by local governments or social organizations (schools, associations, foundations, unions, businesses, etc.). The actions and projects selected are ones that promote the Convention and improve the well-being of children. The international CFCI congress, held every two years, and the on-line network provide important opportunities to share experiences and enhance networking.



## Chapter 8: How is impact of CFCl measured?



### Overview

Success and effectiveness can only be understood if systems are in place to measure the qualitative change in children's lives that arise from the CFCl, at both the individual and the national level. This section offers practical guidance on how to introduce systematic monitoring and evaluation (M&E). Ideally a common approach to M&E needs to be developed across all cities/communities in the country. The National Committee could provide resources and training to support this process. Where cities/communities already have their own M&E systems, they should ensure that CFCl indicators are well reflected. An effective M&E system enables you to track, change and highlight the positive outcomes. It also strengthens the capacity to understand which measures work and why. It can be directly linked to an accreditation process and/or be developed independently by the city/community itself.

One of the most important, but also the most challenging, dimensions of a CFCl is to be able to measure whether it has made a difference to child rights. M&E is a process that needs to start at the same time as the CFCl is introduced and can follow these steps:

1. a baseline assessment drawing on the situation analysis: what is the child rights situation now and what needs to change?
2. agreed objectives and indicators, as reflected in the CFCl strategy or action plan: what is the CFCl seeking to achieve and how will it be possible to know if it has been successful?
3. data gathering: what types of information are needed and how will they be collected?
4. evaluation of findings: an analysis of what, if anything, has changed, and how.
5. reporting, distribution and action; putting the findings together, making them available to the local community, including the children, and deciding on an action plan for the next steps.

In all these steps, consideration needs to be given to how children and young people will be involved.



### Tools

- **Tool No. 17:** Council of Europe Indicators of child participation
- **Tool No. 18:** Illustrative M&E framework



### Further reading

- [Monitoring and Evaluation for Sustainable Communities](#)
- [M&E Companion to the UNICEF Advocacy Toolkit](#)
- Lansdown G and O'Kane C (2014) [A Toolkit for Monitoring and Evaluating Children's Participation](#), Save the Children/WorldVision/UNICEF/Plan/Concerned for Working Children
- [Monitoring and evaluation \(M&E\) framework template](#)
- [UNICEF Child Rights Toolkit, Module 5. Child impact assessment](#)
- [Case studies](#)



# Chapter 8: How is impact of CFCI measured?



## 8.1 Why is monitoring and evaluation important?

Monitoring and evaluation (M&E) is fundamentally necessary to the sustainable and long-term commitment to a CFCI. It helps demonstrate the value of a CFCI both internally to the municipalities and to National Committees, and provides evidence for wider advocacy. It also enables the National Committee to monitor interventions that work, or do not work, and respond accordingly. To date, relatively few CFCIs in countries with a National Committee presence have undertaken a systematic M&E process. There are a number of process steps that local cities/communities engaged in a CFCI can follow to evaluate their performance. These will strengthen their capacity to measure the progress and impact they are making in relation to child rights and, therefore, to children's lives. The findings at the individual city or community level can also be aggregated to assess progress at the national level. While monitoring is an ongoing process required throughout the CFCI, it can be useful to decide a time frame, say 2 or 3 years, for an evaluation of the initiative. Sections 8.2 to 8.6 detail a set of steps that can be followed.



**Monitoring** is the systematic and continuous assessment of the progress of a piece of work over time. It is an ongoing process to check that a service or programme is 'on track' towards achieving its goals and should result in ongoing improvements being made to the service or programme. There are some key questions to consider, including:

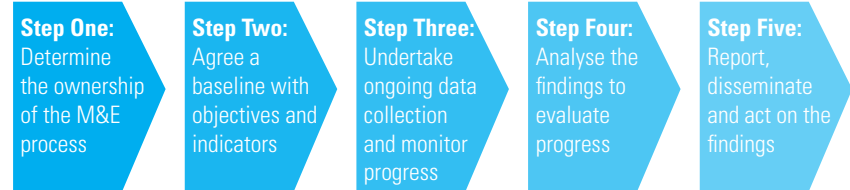
- What is the purpose of the information?
- What types of information will be needed?
- How can the information be collected with the least possible effort?
- Who will collect the information?
- Who will analyse the information?



**Evaluation** is an assessment of the programme at a specific point in time, based on the information gathered in the monitoring process. It compares the actual project outcomes or impacts against the planned objectives. It looks at what you set out to do, what you have achieved, and how you have achieved it. Evaluation can take place during the lifetime of a programme or project to help assess its relevance, effectiveness, efficiency, impact and sustainability. It can also be undertaken at the end, to give a final assessment of what has been achieved. It can explore both the positive and negative outcomes, intended or unintended, and should result in recommendations to improve the running and the impact of the service or programme (or others aiming to achieve similar objectives).



What is the process of monitoring and evaluating CFCI?



## 8.2 Step One: Determine the ownership of the M&E process

The first issue to consider when monitoring and evaluating a CFCI is to determine who owns the process. In smaller programmes, the National Committee can be actively and directly involved in supporting the process and in determining the nature of the M&E process. In many CFCIs, it is the accreditation process that determines the primary evaluation that takes place. However, active hands-on involvement by the National Committee may become unwieldy and difficult to manage as the numbers of participating cities/communities in any given country grows. When the initiative reaches a large scale, such as in France where there are over 200 cities/communities, the process will necessarily have to involve a significant self-evaluation component. However, whatever the size of the initiative, self-evaluation can play an important role in contributing to a process of ownership by the municipality.

There are a number of considerations for the National Committees to decide in relation to their role in these processes. One such consideration is the need to combine the roles of both support and assessment of an individual city/community. All these considerations will also be influenced by the scale of the CFCI, the level of support available within the National Committee and the extent to which you want consistency and centralized oversight of the initiative. For example:

- Do you want to construct an M&E process as a model to be followed by all cities/communities or is this a role you feel that can best be determined at the local level?
- Will you require each city/community to comply with a prescribed approach to M&E to be undertaken on a regular basis?
- Will the findings of the M&E determine whether or not a city/community is accredited or retains accreditation?



## Chapter 8: How is impact of CFCI measured?



- Do you want to use the M&E process as a means to compare approaches and results between cities/communities and to assess the overall impact of a CFCI in your country?
- Do you want to use evidence from the impact of a CFCI on child rights to advocate for more support nationally in terms of funding, or to demonstrate the added value of building child friendly cities/communities?



A balance has to be struck. On the one hand, it will strengthen inclusivity, ownership and accountability if multiple stakeholders at the community level, including children, are engaged actively in the task of establishing the goals, deciding how they will be achieved and measuring whether they have been met. On the other hand, if the National Committee is seeking to develop a national M&E framework to be adopted by all cities/communities, the process of engagement of the local community can still be achieved. This requires promoting their involvement in determining how it will be carried out, who will be involved and in playing a major role in the interpretation and analysis of the findings.



### Using a process of self-assessments

- **France:** Evaluation of the impact, from the National Committee's perspective, has been limited to accreditation thus far. The accreditation process is document-based and reliant on information submitted by the municipality. It is mainly internal, with the National Committee staff scoring applications. The Review Committee, composed of National Committee local volunteers, also conducts an evaluation, mainly based on documents provided. The exception to this is when one of its members personally knows the situation in the city. As a result, evaluation can, in many respects, be adapted to a form of self-evaluation. This methodology may echo the prevailing approach UNICEF has developed at the international level. The self-assessment tools UNICEF has made available in the past have been key instruments in the development and growth of the initiative globally. They concentrate on cities' ownership of the process, rather than on UNICEF's close external evaluation.



### 8.3 Step Two: agree a baseline with objectives and indicators

As described in **Chapter 3**, a key starting point in the development of a CFCI is to undertake a situation analysis. The information gathered through the analysis will provide the city/

community with an overview of children's lives and the most pressing issues for change. It will serve as the foundation for the CFCI action plan. Once this process is complete, the city/community will need to establish a baseline assessment setting out the priorities for action, the objectives to be achieved and the indicators against which to monitor progress. For example, an overarching key objective might be to promote the right of children to the best possible health and development. Accordingly, the city/community will need to introduce measures to promote a healthier lifestyle. This could be evaluated through indicators which track, for example, availability and take-up of sports activities, numbers of children walking to school, or numbers of days of school missed through ill health.

There are three different types of indicators that can be developed to monitor progress and impact. All are necessary in the development of a child rights approach of a CFCI:

- **Output indicators:** These indicators measure the activities that have been undertaken to establish the framework for building a child-friendly environment. At the municipal level it might include:
  - a city-wide strategy for children's rights or for a CFCI;
  - an identified children's budget;
  - the appointment of a child rights commissioner;
  - the establishment of a policy to introduce school councils in all schools;
  - the creation of a local children's parliament;
  - the development of child rights-based city-wide child protection procedures.
 They might also measure, for example:
  - the action taken to provide training for all professionals working with children on child rights or the local child protection policy;
  - the setting up of school councils in practice;
  - changes to charging policies for recreational activities to broaden access for more children;
  - improvements to street lighting;
  - the introduction of confidential sexual and reproductive health services for adolescents.
- **Outcome indicators:** these indicators measure what has actually been achieved and how far the activities have reached out across the city/community. For example, an output indicator might be to improve street lighting to make local communities safer at night. An outcome indicator would be the number or percentage of children who now have access to effective street lighting.







## Chapter 8: How is impact of CFCI measured?



- **Impact indicators:** These indicators measure the actual changes that have taken place in children's lives and in experiencing their rights. It includes both tangible, objective improvements, and children's subjective perceptions of their daily environment. Examples of impact indicators might include:

- lower levels of bullying in school
- involvement of children in key areas of decision making in schools
- numbers of children taking part in sports activities.



Following the example of street lighting, an impact indicator might be the percentage of children who now feel safe going out in the evening. Or it could be a reduction in the number of violent incidents in areas where lighting has been improved. Wherever relevant indicators are used, they need to be adequately disaggregated to assess the situation for various groups of children.



### Illustrative example of child participation indicators

The Council of Europe has developed an assessment tool that provides indicators against which to monitor compliance with Article 12 of the Convention – the right of children to express views and have them taken seriously. Although these indicators are directed primarily at national governments and require legislative change, a number are highly relevant for local municipalities. They could be used to measure progress on children's participation at the local level. They include:

- explicit inclusion of children's right to participate in decision making in a cross-sectoral strategy to implement child rights;
- the existence of mechanisms to enable children to exercise their right to participate safely in judicial and administrative proceedings;
- a child-friendly complaints procedures being in place;
- children being provided with information about their right to participate;
- children being represented in forums, including through their own organizations, at school and at the local, regional and national governance levels;
- child-targeted feedback mechanisms on local services being in place.

Details of where to access the assessment tool, and associated guidance, are provided in the Resources section in **Chapter 5**.



See **Tool No.17** for details of the ten child participation indicators.

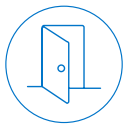
The steering group or body, which has overall responsibility for the implementation of the CFCI at the local level, will need to determine the objectives and associated indicators to be used to measure outputs, outcomes and impact. However, the National Committee may wish to develop a broad framework of indicators to guide the evaluation of a CFCI at the local level.

The development of a clear set of indicators to guide data collection will fulfil a number of objectives:

- it will enable the municipality to assess how the implementation of their action plan is progressing;
- it will provide evidence for the National Committee to measure the impact of its CFCI;
- it may provide wider evidence to the National Committee in support of its advocacy work at national level.

### Approaches to developing indicators

- **Hungary:** The National Committee has commissioned the development of a new set of indicators, with the direct involvement of children, to define what needs to be measured.
- **Germany:** Each city/community develops an action plan. The CFCI coordinating body, the body set up to oversee the CFCI, emails a set of questions for monitoring implementation progress to each participating municipality every 6 to 8 months. The CFCI coordinating body then prepares internal reports based on the inputs received from the municipalities. These results are discussed at the meetings of the CFCI networks in the country. There is a mid-term evaluation and a final evaluation of each city/community. The mid-term evaluation consists of two parts. Part one is an internal report about achievements, improvements to be carried out by the municipalities and improvements to be carried out by the CFCI coordinating body. Part two is an event with children that demonstrates how the municipality is working to involve them. The municipality is free to determine how this event is organized. Some municipalities have found this process challenging in that it exposes them to the criticisms and concerns of children. If it is found that the measures included in the action plan have not been carried out, the city council has



# Chapter 8: How is impact of CFCI measured?



to justify this in their final report. If they take part in an extension of the initiative, they have to integrate the relevant measures into the new action plan.

- **Finland:** As in the global framework for action, each building block comes with a checklist. This is used to assess the current situation, select and develop actions and objectives, and develop indicators for monitoring progress over time. The situation analysis self-assessment is carried out after the initial training. It uses the building block checklists and requires the participation of a range of stakeholders, including children. The checklists are deliberately very demanding; they act as ‘eye-openers’, encouraging already high-quality services to be further improved, using a child rights lens.



## 8.4 Step Three: ongoing data collection and monitoring progress

A variety of types of data can be collected to inform the M&E process, each of which provides different forms of information. For example, quantitative data from surveys will provide overall evidence on patterns of experience. Qualitative data from interviews or focus groups will enrich understanding with personal experiences and stories to help understand the overall trends. Qualitative success stories are also particularly useful as part of CFCI communication and advocacy strategies.

- **Baseline assessment.** This initial analysis will provide evidence about where things stand at the outset of the CFCI. It can be used as the starting point against which to monitor progress.
- **Documentary evidence.** Output indicators will usually be evidenced in the form of documentation – minutes of a council decision, policy or strategy papers, a law or regulation, or details of the municipal budget rendering children visible. All these documents can provide evidence that action has been taken at the municipal level to put systems in place to promote child rights locally.
- **Data from the local municipality.** The municipality may collect data that is relevant to a CFCI. Such data, for example could include:
  - details on school enrolment;
  - numbers of asylum seekers and refugees, and their levels of access to health services or schools;
  - take-up of social security provisions, such as help with housing costs.
  -



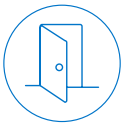
- **Local surveys.** The municipality may undertake periodic surveys to assess progress in relation to specific or broader outcome indicators. These may follow the same approach as the baseline assessment to capture changes that have taken place.
- **Research.** NGOs or academic institutions may undertake research at the local level to track progress in the implementation of the CFCI. In addition, support can be provided for children to be trained as researchers or research advisers to find out information for themselves.
- **Interviews.** There may be individuals with particular expertise who could provide valuable insights that could only be elicited through interviews. Such experts might include, for example, heads of social services, judges, or child-focussed NGOs.
- **Child-led audits.** Where some of the indicators relate to specific institutions or services used directly by children, such as schools, hospitals, youth clubs or play facilities, children can be involved in the auditing progress. They can draw up their questions and interview key staff members and other children, as well as looking at evidence on, for example, the numbers of children using the services.
- **Stories of significant change.** Stories can be gathered from the children, which describe their day-to-day lives and how things have changed. These can be a powerful means of conveying the way a community is transforming to become more child rights-respecting.
- **Focus-group findings.** Group discussions can be held with children and also with parents, professionals working with children, NGOs and other local stakeholders. These sessions can provide a rich source of evidence to contribute to the data collection process. Consideration might be given to setting up focus groups with children in very different circumstances to gain insight into their unique experiences. For example, such groups might be drawn from those in the juvenile justice system, children with disabilities and children who are refugees or asylum seekers.

The city/community will need to agree who is responsible for collecting the data, how it will be organized and the timeframe for the process.

As the data is collected, the CFCI needs to monitor progress on a regular basis to assess whether the initiative is on track. It can use the information, for example, to assess whether there are activities that are not working, that are not effective or that need more investment of time and resources. This can be done on a six monthly or annual basis, and allow for adjustments to be made to help ensure that the objectives are being reached as closely as possible.



See **Tool No.18** for a matrix elaborating an M&E framework.



## Chapter 8: How is impact of CFCI measured?



### 8.5 Step Four: analyse and evaluate the findings

At the end of the agreed period for evaluating the CFCI, all the data that has been collected needs to be analysed. This analysis needs to evaluate the progress that has been made towards meeting the agreed indicators and, accordingly, the effectiveness of the CFCI. For this process to be as transparent as possible, it can be helpful to share the findings with a cross-sectoral group of stakeholders, including children. Different perspectives are invaluable in helping to interpret the findings. They can often highlight the gap between the formal measures that have been introduced, such as a policy or regulation, and their actual implementation. This is where it is important to look closely at the output, outcome and impact indicators that guide the CFCI.

One output indicator might have been to establish a children's parliament, which would meet regularly to explore issues of concern to them and bring them to the attention of the municipal council. An outcome indicator might be the evidence that an agreed number of children have been elected to the parliament and that they have been meeting several times a year. Linked impact indicators might be the influence that the children's parliament has had on municipal decisions and their level of satisfaction. Have their concerns been listened to and debated by the municipality? How many of the children's complaints have been satisfactorily addressed? Clearly, all three levels of indicators need to be addressed if the commitment to children's participation is to be taken seriously.



#### Analysing the impact of CFCI

- **Finland:** The National Committee evaluates both the processes and the outcomes of the implementation of the CFCI. For the municipality to obtain CFCI recognition for promoting child rights, it needs to address various factors. These would include city planning and budget, as well as school, play and child protection, etc. It needs to focus on long-term impacts and include child participation in the process. Each municipality is evaluated based on its starting level. Some of the results achieved so far have been:
  - child and youth participation has higher visibility within the municipalities;
  - child impact assessment has higher visibility and new practices have been proposed and/or piloted;
  - overall awareness of the Convention within municipal organizations has increased;

- difficulties concerning the organizational culture have been identified (i.e. cross-sector cooperation);
- identification of a need to adopt a child rights approach to programming;
- identification of need to carry out further evaluations of the situations of children, especially issues related to equality and non-discrimination.

Where cities fail to undertake the M&E processes effectively, they are not accredited. This rigour demonstrates that recognition does not come automatically for every municipality interested in it, and, therefore, it increases the credibility of the model.

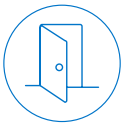
If the National Committee can aggregate the evaluation findings from different CFCIs, it will be possible to build up a picture of how the initiatives are beginning to transform children's lives across the country. This evidence can be used in feedback to governments, where relevant, on the impact of their policies and priorities.

### 8.6 Step Five: report, distribute and act on the findings

Once there is agreement over the findings, the city/community needs to prepare a report setting out the progress that has been made and highlighting what still needs to be achieved. This needs to be widely distributed and made available in child-friendly and accessible versions. The city/community might decide to hold public meetings to share the findings and gain public support for the continuation of the initiative. The report will also need to be made available to the National Committee to form part of the accreditation process where applicable.

#### Using the findings to inform accreditation

- **Republic of Korea:** The assessment of the local situation is integral to the accreditation of a city and, therefore, receives significant attention. The self-assessment tools developed by UNICEF globally are used as the main instruments to carry out such evaluations. The tools are designed as questionnaires for parents, children and other stakeholders to provide their views on the city they live in. It was reported that over



## Chapter 8: How is impact of CFCI measured?



3,000 survey responses were received in Sejong City and in Wanjū the number was over 2,500. The National Committee plans to aggregate all responses from participating cities to develop a nationwide analysis.



At this stage, the city/community may also want to review the indicators. It may find that some are no longer relevant, or that they do not provide useful evidence. There may also be additional issues that have arisen that need to be included. For example, in a community with many recently arrived refugees, it may be considered necessary to add additional objectives and indicators to address their very specific concerns. Or there may be new government legislation that directly affects the lives of children at the local level and it would be helpful to monitor the effects that this is having.



### 8.6 Learning from practice



There is no one route to achieving an effective approach to the M&E of a CFCI. Multiple factors influence how it is done, how often, how broadly and by whom. However, experience to date from existing CFCIs highlights the following issues that need to be considered in determining the model that a National Committee might choose to adopt. This experience also indicates the support needed to ensure the necessary capacity to achieve the desired goals.



- **Capacity in M&E.** Many CFCIs to date have not invested in a comprehensive framework for M&E. It is clearly seen as a challenging and demanding process. Certainly, beyond undertaking the baseline assessments or situation analyses, there are relatively few examples of systematic internal evaluations of what has been achieved. In addition, where it has been carried out, it tends to be an activity occurring at the end of a given planning period, rather than being a process that helps define and shape the CFCI from the outset.



There is both a need and a demand in many countries for National Committees to increase their technical assistance and provide ongoing support in implementing and evaluating the CFCI framework. A number of approaches are possible and they can be simultaneously pursued:



- develop an M&E framework guide to be used by all cities/communities;
- provide direct hands-on support to individual cities/communities;
- provide training and capacity-building workshops for cities or communities on how to conduct M&E;
- support a network of trained UNICEF volunteers to act as a resource at local level.

A possible starting point would be for the National Committee to conduct an induction workshop on M&E for all interested cities/communities. It could use this opportunity to explore with them the level and nature of the support they need and how this can be best provided, in accordance with available resources.

- **Accreditation and M&E.** You need to decide within the National Committee how closely you want to link accreditation and the M&E process. Accreditation is obviously the mechanism through which cities/communities can be recognized as meeting certain commitments, procedures and standards. However, they necessarily impose a nationally determined framework on individual communities. They limit the extent to which these cities/communities are able to identify and 'own' the issues that are highlighted as being of immediate local priority. They may also introduce a bias, in which aspiring cities may tend to present their situation positively in order to obtain accreditation (or renewal). One approach might be to construct a common accreditation framework. This would establish a broad, overarching set of commitments and objectives, which applicant communities need to adhere to for accreditation. Within this overall framework, local cities and communities can be encouraged to elaborate their own local objectives and indicators for success in collaboration with key stakeholders, including children.
- **Scope of the M&E process.** You may want to consider encouraging a more selective approach to M&E. This might be more appropriate where a particular initiative is very broad-ranging. If the initiative encompasses many departments, services and communities, regular assessment of the whole initiative might be too demanding and time consuming. Instead you might encourage cities/communities to introduce a rolling programme in which they focus on particular initiatives sequentially. Another approach might be to encourage civil society organizations to produce 'alternative reports'. These would be comparable to the NGO submissions in the Convention reporting process. However, this would need to be given careful consideration as it has the potential to set one section of the community against another. It might jeopardize the strength of the collaborative partnership between the local municipality and the civil society actors intrinsic to an effective CFCI.



## Chapter 8: How is impact of CFCI measured?



### A targeted evaluation

- **Spain:** An external evaluation was carried out in 2015. It involved interviewing 11 municipalities and 39 stakeholders, examining four specific aspects of the CFCI programme. The key findings were:
  - Accreditation: the theoretical basis for the programme and its requirements is adequate, but the link between local analyses and the actual plans of the municipalities is insufficiently strong. Insufficient information is available about the participation of stakeholders in the development of the plans and analyses. Also, the plans need a better framework to provide for an adequate follow-up and evaluation.
  - Best practices: the award for ‘best practices’ plays a significant role in encouraging municipalities along their path for CFCI accreditation, but the distribution of the information needs to be improved.
  - Child participation: compulsory bodies for child participation are very different across municipalities, with varying degrees of institutionalization. The biannual national gathering of children has played an important role in reinforcing the network of participatory councils. However, there is still a need to improve the knowledge, practice and theory on participation. The on-line parliament needs to be strengthened to engage a wider age range of children.
  - Networking actions: although there are more than 800 people registered, their actual level of engagement and interaction is very low.

The main results of the evaluation were detailed in a full report to the partners, and a summary report was provided to the people interviewed for the evaluation. The key results were shared with the public. As a result of these findings, some changes to the programme were introduced and the National Committee has worked to improve the evaluation process (both CFCI accreditation and Best practice recognition). It is now designed as a system based on anticipating potential change.

- **Attribution of change.** Output and outcome indicators are much easier to measure than impact indicators. They rely on more tangible evidence – policies, regulations, development of services, etc. Impact indicators not only often require surveys or research to gather the findings, but it is also harder to attribute the cause of any change. For example, a reduction in the numbers of assaults of children in the streets may have been caused by a specific local policy initiative as part of the CFCI to promote safety. Alternatively, it might also have been influenced by changes in national laws, or

new policing guidance at the national level. It may also have been caused by a municipal policy not necessarily connected with the CFCI, such as a new housing policy.

To try to overcome this challenge in attributing the cause of change, it is helpful to use a variety of different approaches to collecting evidence. In this context, for example, evidence might be collected not only from police crime reports and surveys of children’s experiences, but also from focus groups by collecting their stories of significant change. Together this breadth of evidence will help highlight how the changes have come about and what has influenced those changes from the perspectives of the children and other stakeholders concerned. In any M&E exercise, it is important to explicitly recognize the many factors that may have played a role in a given impact. The CFCI should be identified as an element of a broader policy environment. However, whether or not it is possible to attribute change to the work of the CFCI, the information provided by the M&E process is important. It can be used to assess the direction of the initiative and identify if or how it needs to be reformulated and revised.

- **Importance of multiple forms of data collection.** Some CFCIs have relied exclusively on questionnaires as a means of data collection. While wide-scale surveys are valuable tools for gathering information from a large number of people, it is also important to combine this data with qualitative materials. These can provide the illustrative examples and stories of what has changed, why they have changed and what impact this has had on the rights, and lives, of children. Localized consultations, for example, to seek adults’ and children’s views would be very valuable and would help the municipal leadership to better understand peoples’ daily experiences.

### The value of face-to-face data collection

- **Republic of Korea:** Informal meetings with parents, based around activities with children during a CFCI-related visit, enabled them to express the daily difficulties they face and highlight how easily they could be solved. The solutions included more flexibility of access to public services, for instance when mothers, who traditionally care for young children, fall sick, and have no alternative childcare options. These meetings also highlighted the need for more opportunities for non-working mothers caring for children to meet with each other. This was important particularly in communities where mothers feel isolated. These issues would not necessarily have been identified through a questionnaire. However, they do provide useful illustrations of possible improvements that can only be known about by regularly consulting with beneficiaries of services.





## Chapter 8: How is impact of CFCI measured?



- **Involving children.** Whether the M&E process is managed by the National Committee or the local municipality, children need to play a significant role. Ultimately it is their lived experiences within their community that will determine the success or failure of the CFCI. Children can be involved in multiple ways in the M&E process:



- **Consultative approaches:** These could follow the methods suggested for the situation analysis. Children's perspectives on what has changed and how they now feel about the realization of their rights within the community can be accessed through surveys and focus-group activities. In the consultative approach, the framework is managed by either the National Committee or the steering group with responsibility for the CFCI locally. But the framework is informed by children's own experiences and perspectives.



- **Collaborative approaches:** Children can be engaged more actively by enabling them to play a role in the design and delivery of the M&E process. They can help identify the questions to address and the way these are formulated. They can contribute to the analysis of the findings and also help formulate the recommendations and messages that emerge from the process. In this way they are genuinely helping to shape the M&E and ensuring that it reflects their lives.



- **Child-led approaches:** Children can take a leadership role in the evaluation process as researchers. This role extends not only to the research design, but also the collection and analysis of data. Adults will need to facilitate children's engagement by providing support, training and capacity building. Children can add a significant and unique contribution to the M&E process in this way.



See **Chapter 5** for more information on these approaches



The process of engaging children adds value to M&E in a number of ways. It helps ensure that the impacts that are identified do actually reflect what they experience on a day-to-day basis. It can help transform attitudes towards children. It is often only when adults actually witness children's participation that they become convinced that children have the capacity to make a difference. The adults see that children can provide perspectives that offer very different insights into their lives than can be provided by adults. Finally, children's active engagement in the process strengthens accountability to them. It means that the objectives of the CFCI reflect their priorities for change. The children know what commitments the municipality is making on their behalf and they can assess whether or not those commitments have been adhered to.



- **Using M&E to promote child rights nationally.** There is a practical benefit for National Committees from an organized M&E of a CFCI. It provides a body of evidence of the positive impact of a process that invests in child rights. This can then be used for advocacy purposes. Other municipalities can be encouraged to join the initiative and national governments urged to adopt the relevant measures at a national level to promote and strengthen child rights. States have clear obligations under international law to implement the provisions of the Convention. Hence, it is helpful to be able to demonstrate how specific measures, undertaken at local level, to strengthen child rights can promote children's health and well-being. These can then be replicated and mainstreamed at the national level.
- **A process rather than an end.** In some CFCIs, a process of accreditation is interpreted as an endorsement of the existing situation, rather than being recognized as a commitment to change. National Committees need to establish the idea that the award of CFCI accreditation is an ongoing process rather than a result or an end in itself. All CFCIs need to engage in a continuous process of M&E. It is never possible to say that a municipality has achieved all that could be done to promote and respect child rights.
- **Disaggregation of data.** Children are not a homogeneous group. While all children have the same rights, the measures needed to ensure their realization will necessarily be very different. The approaches needed to render a city or community child friendly will not be the same, for example, for a two-year-old girl from an affluent family as for a 17-year-old boy living in alternative care. It is essential that both the situation analysis and the eventual evaluation of impact are able to differentiate these needs and experiences. Some disaggregation factors are common across all communities, while others might be specific to the context. However, consideration needs to be given to the following discriminators: age; sex, sexual orientation and gender identity; ethnicity; religion; disability; legal status; social and economic status; language.
- **Partnerships.** A fundamental principle of a CFCI is that it is founded in a broad set of partnerships with all key stakeholders. These partners also need to be involved in the M&E process. It is based on a partnership 'among peers' between UNICEF and the city/community. CFCIs need to be encouraged to reach out to the widest possible range of stakeholders from the outset. This includes when undertaking the child rights baseline assessment and continues through to the analysis of the findings. Doing so will achieve a number of goals. It will facilitate greater awareness and interest in the programme. It will ensure that the design and priorities of the CFCI do reflect all perspectives. It will enhance the level of buy-in, ownership and resources to achieve the objectives of the CFCI.







# Tools



- [Tool No. 1](#): What are child rights?



- [Tool No. 2](#): Child-friendly summary of the Convention



- [Tool No. 3](#): Summary of the child rights approach and guiding questions



- [Tool No. 4](#): Table on child rights education priority areas and links to CFCI



- [Tool No. 5](#): Summary of issues to consider before getting started



- [Tool No. 6](#): Comparative table of different CFCI accreditation systems.



- [Tool No. 7](#): Summary of selected CFCI models



- [Tool No. 8](#): Ideas for developing a situation analysis



- [Tool No. 9](#): Example of an action plan – City of Wolfsburg, Germany: Action Plan 2014-2018

- [Tool No. 10](#): How have National Committees adapted the original CFCI ‘building blocks’?

- [Tool No. 11](#): Comparative table of National Committee CFCI core components

- [Tool No. 12](#): Child and youth involvement in CFCI in Auckland

- [Tool No. 13](#): Basic requirements for quality children’s participation

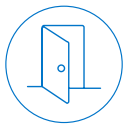
- [Tool No. 14](#): Impact of discrimination on all rights

- [Tool No. 15](#): National Committee for UNICEF Finland - Building Block 2: Equality and Non-discrimination

- [Tool No. 16](#): Sample Memorandum of Understanding between a National Committee and a government ministry

- [Tool No. 17](#): Council of Europe 10 indicators of child participation

- [Tool No. 18](#): Illustrative M&E template



# Tool 1: What are child rights?<sup>8</sup>



Child rights are human rights for children. Children are people under the age of 18 years. 'Rights' are things every child should have or be able to do. These rights are listed in an international legal agreement (or 'treaty') that recognizes specific rights for children. The specific treaty is the 1989 United Nations Convention on the Rights of the Child and almost every country has agreed to implement it. All children have the same rights. All the rights are connected to each other and all are equally important. These rights cannot be taken away from children.



The Convention sets out children's rights in 54 articles and in a set of 'Optional Protocols' which list additional rights on particular topics. The 54 articles are divided into four parts.



- Preamble, which sets out the context;
- Part One, which contains all the main, or 'substantive', rights addressing provision, protection and participation;
- Part Two, which explains the procedures for monitoring how the Convention is put into practice;
- Part Three, which gives details on how to ratify or 'sign up to' the Convention.



The Convention has been ratified by all countries except the USA, although the USA has 'signed' it, meaning they intend to ratify it fully one day. (See **Tool No. 2** for a child-friendly summary of the main articles.)



The Convention also has three Optional Protocols. These are additional legal mechanisms that complement and add to the Convention. They need to be ratified separately. They Protocols relate to



- the involvement of children in armed conflict;
- the sale of children, child prostitution and child pornography;
- a 'communications procedure' (allowing individual children or a group of individuals to submit complaints regarding specific violations of their rights under the Convention and its first two Optional Protocols).



The Committee on the Rights of the Child (the Committee) is a group of independent, international experts who check how the Convention is being put into practice in each country. They can also help explain what the Convention means.



- The Committee has explained what governments must do overall to put the Convention into practice ('general measures of implementation' of the Convention):

- Implementation (Article 4): governments must use all available resources to implement all the rights in this Convention for all children;
- Making the Convention known to adults and children (Article 42): children have the right to know their rights. Adults should know about these rights and help children learn about them, too;
- Making reports under the Convention widely available (Article 44, paragraph 6): governments must make their reports about how they are implementing the Convention widely available to the public in their own countries.

UNICEF is the only organization specifically named in the Convention as a source of expert assistance and advice.

The Convention is guided by four rights known as 'general principles' which underpin all the other rights.

- Non-discrimination (Article 2): all children have all the rights in the Convention, no matter who they are, where they live, what their parents do, what language they speak, what their religion or culture is, whether they are a boy or girl, whether they have a disability, whether they are rich or poor, or any other reason. No child should be treated unfairly on any basis.
- The best interests of the child (Article 3.1): all adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.
- The right to life, survival and development (Article 6): children have the right to live a full life. Governments should ensure that children survive and develop healthily, reaching their fullest possible potential.
- The right to be heard and taken seriously (Article 12): children have the right to give their opinion, and for adults to listen and take it seriously.
- Article 4<sup>9</sup>: governments must use all available resources to implement all the rights in this Convention
- Article 5: governments should respect the rights and responsibilities of parents or guardians to guide their children, to enable them to take increasing responsibility for the exercise of their rights as they grow up.

<sup>9</sup> Article 4 already forms part of the Committee's 'general measures of implementation', but considering it alongside the 'four general principles' helps to draw attention to it. There is a strong link between CFCEI and Article 4. In many ways, the original UNICEF CFCEI 'building blocks' (see Chapter 4) draw on the Committee's General Comment No. 5 (2003) – General measures of implementation of the Convention on the Rights of the Child (arts. 4, 42 and 44, para. 6).

<sup>8</sup> Drawing on information from a range of sources, including: UNICEF Child Rights Education Toolkit, pp. 22 and 24; UNICEF information leaflet on the Convention, June 2016.



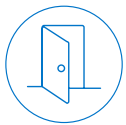


# Tool 1: What are child rights?



The way the Convention is put into practice is very important. Most child rights work is done with good intentions. However, in some cases people try to achieve rights for children – like education, health or protection – without taking into consideration these overarching six articles (2, 3.1, 4, 5, 6 and 12). For example, they might develop an education programme that children with disabilities cannot access (discrimination). Or they might develop ways to keep children safe that end up making things worse because they did not listen to children’s views in the first place (the right to be heard and taken seriously). It is therefore very important not to look at articles of the Convention as being separate from each other. They need to be considered altogether, especially alongside the overarching six articles. It is important to think carefully about how to put rights into practice in a way that is sustainable and in a way which respects the overall dignity and well-being of children. Doing things this way is called using the ‘child rights approach’.





## Tool 2: Child-friendly summary of the Convention



### What are rights for children?

Children's rights are human rights for children. The 1989 United Nations Convention on the Rights of the Child is an international legal agreement (or 'treaty') that recognizes specific rights for children.



'Rights' are entitlements every child should have. All children have the same rights. These rights are listed in the Convention on the Rights of the Child and almost every country has agreed to respect them in practice. All the rights are connected, and all are equally important — they cannot be taken away from children.



Children have the right to:

**Protection** (e.g. from violence, exploitation and harmful substances)



**Participation** (e.g. to be heard and taken seriously, and to join organizations)



**Provision** (e.g. for education, health care and an adequate standard of living)



**Specific protection and provisions** (when part of a vulnerable population, such as indigenous children and children with disabilities)



The Convention on the Rights of the Child sets out these rights in 54 articles and in a set of 'Optional Protocols' which list additional rights. The Convention is guided by four general principles: non-discrimination (Article 2), the best interests of the child (Article 3), the right to life, survival and development (Article 6), and the right to be heard and taken seriously (Article 12). UNICEF is the only organization specifically named in the Convention as a source of expert assistance and advice. According to its mission statement, "UNICEF is guided by the Convention on the Rights of the Child and strives to establish children's rights as enduring ethical principles and international standards of behaviour towards children".



### The articles in child-friendly language

Principle  
GP

1. **Everyone under 18 years of age** has all the rights in this Convention.

2. **All children have all these rights**, no matter who they are, where they live, what their parents do, what language they speak, what their religion or culture is, whether they are a boy or girl, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

3. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.

4. Governments must use **all available resources** to implement all the rights in this Convention.

5. Governments should respect the **rights and responsibilities of families** to guide their children so that, as they grow up, they learn to use their rights properly.

GP

6. Every child has the **right to life, survival and development**.

7. Children have the **right to a name**, and this should be officially recognized by the government. They have the **right to a nationality** (to belong to a country).

8. Children have the **right to an identity** – an official record of who they are. No one should take this away from them.

9. **Children should not be separated from their parents** unless it is for their own good. Children whose parents have separated should stay in contact with both parents unless this might harm the child.

10. If a child lives in a different country than their parents do, the child has the **right to be together** with them in the same place.

11. Governments should **stop children being taken out of their own country illegally**.

GP

12. Children have the **right to give their opinion**, and for adults to listen and take it seriously.



## Tool 2: Child-friendly summary of the Convention



13. Children have the **right to find out things and share** what they think with others, by talking, drawing, writing or in any other way, unless it harms other people.



14. Children have the **right to choose their own religion and beliefs**. Their parents should guide them about what is right and wrong, and what is best for them.



15. Children have the **right to choose their own friends and join or set up groups**, as long as it is not harmful to others.



16. Children have the **right to privacy**.



17. Children have the **right to receive information** that is important to their well-being, from radio, newspapers, books, computers and other sources. Adults should make sure the information they are getting is not harmful, and help them find and understand the information they need.



18. Children have the **right to be raised by their parent(s)** if possible. Governments should help parents by providing services to support them, especially if both parents work.



19. Governments must make sure children are properly cared for and **protect them from violence, abuse and neglect** by anyone who looks after them.



20. Children have the **right to special care** and help if they cannot live with their parents.



21. When children are **adopted**, the first concern must be what is best for them.

22. Children have the **right to special protection and help if they are refugees**, as well as to all the rights in this Convention.

23. Children have the **right to special education and care if they have a disability**, as well as to all the rights in this Convention, so that they can live a full life.

24. Children have the right to the best **health care** possible, safe **water** to drink, nutritious **food**, a clean and safe **environment**, and **information** to help them stay well.

25. Children who live in care or in other **situations away from**

**home**, have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

26. Governments should provide **extra money** for the children of poor families.

27. Children have the **right to food, clothing and a safe place to live, and to have their basic physical and mental needs met**. Governments should help families and children who cannot afford this.

28. Children have the **right to an education**. Discipline in schools should respect children's dignity. Primary education should be free. Children should be encouraged to go to school to the highest level possible.

29. Children's **education should help them use and develop their talents and abilities**. It should also help them learn to respect other people's rights, live peacefully and protect the environment.

30. Children have the **right to practice their own culture, language and religion** — even if these are not shared by the majority of people in the country where they live.

31. Children have the **right to play, rest and relax** and to take part in cultural and artistic activities.

32. Children have the **right to protection from work that harms** them, and is bad for their health and education. If they work, they have the right to be safe and paid fairly.

33. Children have the **right to protection from harmful drugs and from the drug trade**.

34. Children have the **right to be free from sexual abuse and sexual exploitation**.

35. Governments must make sure that children are not **kidnapped, sold or trafficked**.

36. Children have the right to protection from any kind of **exploitation** (being taken advantage of).



## Tool 2: Child-friendly summary of the Convention



37. **Children who break the law** should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.
38. Children have the **right to protection and freedom from war**. Children cannot be forced to go into the army or take part in war.
39. Children have the **right to help if they have been hurt**, neglected or badly treated so they can get back their health and dignity.
40. Children have the **right to legal help and fair treatment** in a justice system that respects their rights.
41. If the **laws of a country** provide better protection of children's rights than the articles in this Convention, those laws should apply.
42. Children have the **right to know their rights**. Adults should know about these rights and help children learn about them.
43. These articles explain how governments and international organizations like **UNICEF** will work to make sure all children get all 54 their rights.



Further reading

- ['Convention on the Rights of the Child'](#)
- [UNICEF and the Convention on the Rights of the Child](#)

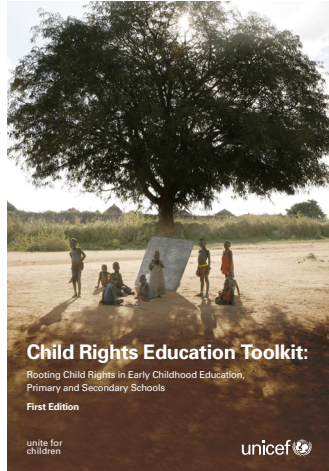




# Tool 3: Summary of the child rights approach and guiding questions



## What is child rights education (CRE)?



Teaching and learning about the provisions and principles of the Convention on the Rights of the Child (CRC) and the 'child rights approach' in order to empower both adults and children to take action to advocate for and apply these at the family, school, community, national and global levels.

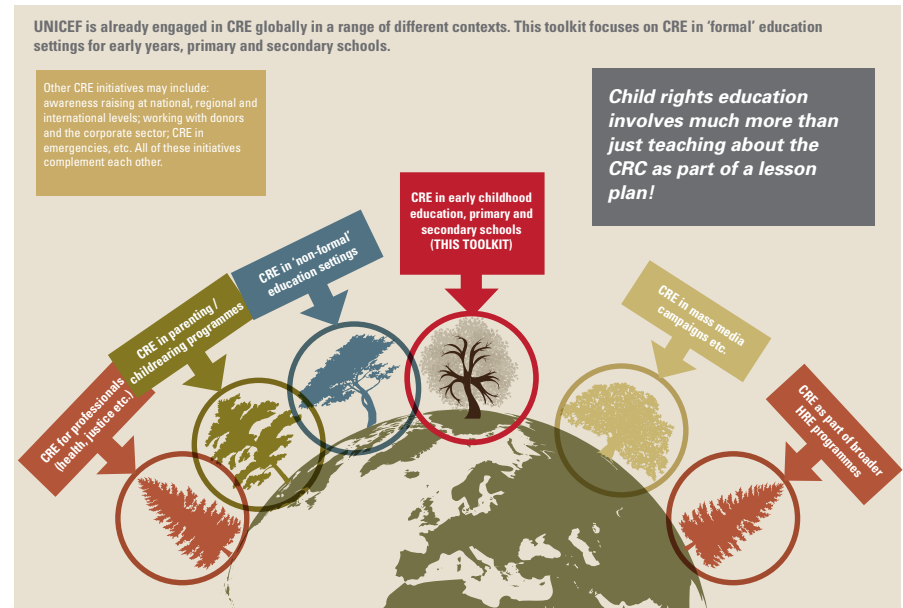
CRE is about taking action. By learning about child rights and the child rights approach children and adults are empowered to bring about change in their immediate environment and the world at large to ensure the full realization of the rights of all children.

CRE promotes the vision articulated in the CRC Preamble that "the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity."

CRE aims to build the capacity of rights-holders - especially children - to claim their rights, and the capacity of duty-bearers to fulfil their obligations. It helps adults and children work together, providing the space and encouragement for meaningful participation and sustained civic engagement of children.

Children's rights are human rights and CRE is consequently a specific component of human rights education.

Like human rights education, CRE involves learning about rights, learning through rights (using rights as an organizing principle to transform the culture of learning) and learning for rights (taking action to realize rights), within an overall context of learning as a right.

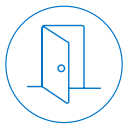


## Always apply the child rights approach!

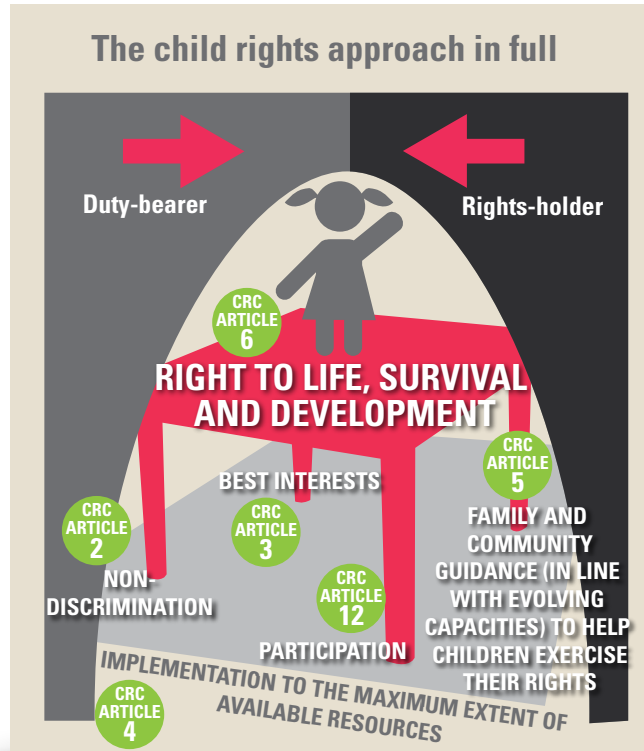
The child rights approach is an approach that:

- furthers the realization of child rights as laid down in the CRC and other international human rights instruments;
- uses child rights standards and principles from the CRC and other international human rights instruments to guide behaviour, actions, policies and programmes (in particular non-discrimination; the best interests of the child; the right to life, survival and development; the right to be heard and taken seriously; and the child's right to be guided in the exercise of his/her rights by caregivers, parents and community members, in line with the child's evolving capacities);
- builds the capacity of children as rights-holders to claim their rights and the capacity of duty-bearers to fulfil their obligations to children.





# Tool 3: Summary of the child rights approach and guiding questions



Does your initiative pass the ‘arch and table leg test’ of the child rights approach?

Imagine that a child is sitting on the table. For any project, programme, activity, policy, piece of legislation or behaviour to be considered ‘child rights-based’, it needs to: further the realization of child rights; build the capacity of rights-holders and duty-bearers; and take all of the umbrella rights into consideration (CRC Articles 2, 3, 4, 5, 6, 12). If one of the table legs or the foundation (implementation to the maximum extent of available resources) is missing, the table is not stable and the child will fall.

Child rights education and the child rights approach fall under the broader scope of human rights education and the human rights-based approach, but they specifically apply child rights provisions and principles in a more systematic manner (particularly the 6 CRC umbrella rights).

## Guiding questions for implementation of the ‘child rights approach’ (arch and table leg test)

Overall context		A	Does this initiative proactively further the realisation of children’s rights as set out in the CRC and other international human rights instruments? (It must contribute directly, not just incidentally, to the realization of children’s rights.)
		1	What are these specific rights?
Arch	Duty-bearers	B	Does this initiative help build the capacity of duty-bearers to fulfil their obligations?
		2	Who are the duty-bearers? (Try to be specific.)
		3	What are their obligations? (Try to be specific.)
		4	Are the duty-bearers aware of their obligations?
		5	What is preventing the duty-bearers from fulfilling their obligations?
		6	How does this initiative build their capacity to fulfil their obligations?
Arch	Rights-holders	C	Does this initiative help build the capacity of children as rights-holders to claim their rights?
		7	Who are the rights-holders? (Try to be specific; include children from vulnerable groups to ensure their rights are being addressed.)
		8	What are the particular rights which need to be promoted in this context? (Try to be specific.)
		9	Are the rights-holders aware of their rights?
		10	What is preventing the rights-holders from claiming their rights?
		11	How does this initiative build their capacity to claim their rights?



# Tool 3: Summary of the child rights approach and guiding questions



## Guiding questions for implementation of the 'child rights approach' (arch and table leg test)

Table leg test	Table top (Article 6)	<b>D</b>	<b>Does this initiative contribute positively to - and avoid harming - children's right to life, survival and development?</b>
		<b>12</b>	Does this initiative present any risk to children's life or survival?
		<b>13</b>	What measures need to be taken to protect the safety, dignity and well-being of the children involved, including marginalized and excluded children such as children with disabilities and children from minority groups?
		<b>14</b>	How does this initiative positively contribute to children's development to their fullest potential – both individual and groups of children?
	Table leg (Article 2)	<b>E</b>	<b>Is this initiative discriminating against any individual or groups of children?</b>
		<b>15</b>	Is this initiative targeted at a particular group of children? If so, who?
		<b>16</b>	If so, why has this particular group, as opposed to others, been targeted?
		<b>17</b>	If so, what will be the impact on individual and groups of children who are not involved?
		<b>18</b>	Does this initiative discriminate against any individual or groups of children (including individual or sub-groups of children within the main target group)?

## Guiding questions for implementation of the 'child rights approach' (arch and table leg test)

Table leg test	Table leg (Article 3.1)	<b>F</b>	<b>Is this initiative in children's best interests?</b>
		<b>19</b>	Has there been an assessment by competent people of the possible impact (positive and/or negative) of the initiative on the child or children concerned?
		<b>20</b>	Are child-friendly procedures in place to ensure the right of children to express their views and have their best interests taken as a primary consideration?
		<b>21</b>	Is it possible to explain and document why this initiative is in the best interests of the child or children – based on what criteria and how different rights or needs have been weighed against other considerations?
		<b>22</b>	Has decision-making taken into account the views of the child, the views of their caregivers, the safety of the child, the child's identity, any situation of vulnerability and the child's specific rights, for example to health and to education?
		<b>23</b>	If there was a conflict in weighing various elements, is it clear that the main purpose of assessing the best interests is to ensure full and effective enjoyment of children's rights and the holistic development of the child?



# Tool 3: Summary of the child rights approach and guiding questions



## Guiding questions for implementation of the 'child rights approach' (arch and table leg test)

Table leg test	Table leg (Article 5)	<b>G</b>	<b>Are family and community stakeholders involved?</b>
		24	Who are the family and community stakeholders involved? (Try to be specific.)
		25	To what extent have you consulted them/involved them in the planning, implementation, monitoring and evaluation?
		26	Is an advocacy process needed in order to gain their support? If so, what does this need to involve?
		27	How does this initiative build their capacity to support children's exercise of their rights in the short, medium and long term?
	Table leg (Article 12)	<b>H</b>	<b>Are all children able to participate in an ethical and meaningful way?</b>
		28	Has this initiative been instigated by adults, by children or by adults and children jointly? (Whose idea was it?)
		29	To what extent have children been consulted/involved in the planning, implementation, monitoring and evaluation?
		30	Have <i>all</i> children been given an equal opportunity to participate, with particular regard to young children, and marginalized and excluded children such as children with disabilities, and children from minority groups?
		31	Does children's participation in this initiative comply with ethical standards and guidelines?
		32	How does this initiative contribute to the changing of attitudes, and the creation/strengthening of mechanisms, processes and spaces for children to speak out and be taken seriously - in the short, medium and long term?

## Guiding questions for implementation of the 'child rights approach' (arch and table leg test)

Foundation / rug (Article 4)	<b>I</b>	<b>Is the initiative being adequately, sustainably and ethically resourced by those responsible?</b>
	33	Does this initiative represent the best use of financial, human and technical resources?
	34	What is and what should be the role and responsibility of CRC States Parties in relation to implementing and resourcing this initiative (see also questions 2-6)? (This may not be relevant to community-level initiatives.)
	35	What partnerships have been developed to facilitate resourcing of this initiative?
	36	How is the initiative being resourced - in the short, medium and long term (including human, financial, technical and material resources)?
	37	Is the resourcing sustainable? (Will the resourcing come to an abrupt end and if so, what will be the consequences?)
	38	Is the resourcing ethical? (Do the funds come from an initiative or process which has, in itself, violated human and/or child rights?)

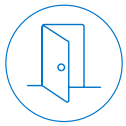




## Tool 4: Child rights education priority areas and links to CFCI



CRE priority areas	Links to CFCI
<p><b>1. Whole school approaches to CRE</b> (such as rights respecting schools and child-friendly schools)</p>	<ul style="list-style-type: none"> <li>• A rights-respecting school can prompt the local city/community to become rights respecting by joining a CFCI and vice versa</li> <li>• A rights-respecting school can become the focal point for local CFCI activities</li> <li>• Steering Groups for rights-respecting schools can include a representative from the local CFCI and vice versa</li> <li>• Rights-respecting schools and child friendly cities/communities can work together to develop concrete projects to promote child rights in local schools and communities</li> </ul>
<p><b>2. Getting CRE into the 'official' and 'taught' school curriculum</b>, for example through capacity building of teachers and the provision of teaching materials on child rights</p>	<ul style="list-style-type: none"> <li>• CRE initiatives, such as teacher training, can be proactively marketed to CFCI stakeholders</li> <li>• CRE resources can be systematically sent to CFCI municipal officers, inviting them to share the materials with relevant facilities and sections in the municipality and vice versa</li> <li>• Local CFCI education stakeholders (authorities, teachers, children, etc.) can get involved in national advocacy campaigns to get CRE into the official curriculum</li> <li>• Local CFCI representatives can work with teachers and local education authorities to develop activities to help children explore what it means to live in a child-friendly/ rights-respecting city/community</li> <li>• 'International solidarity' elements of CFCI at the local level must take into consideration UNICEF's guidance on CRE, i.e. it must be based on child rights and avoid focussing solely on children living in remote countries in difficult situations. Child rights are universal and need to be explored in terms of what they mean for children locally as well as for children internationally</li> </ul>
<p><b>3. Promoting children's safe and meaningful participation in local, national and global child rights issues</b>, for example through established mechanisms for child participation in UNICEF governance, local governments/community level, and in schools, and through child participation initiatives such as Young Ambassador initiatives and advocacy campaigns</p>	<ul style="list-style-type: none"> <li>• <b>School and child municipal councils:</b> these constitute an important child participation mechanism to be included in CFCI. See Chapter 5 for more details.</li> <li>• <b>'UNICEF clubs':</b> CFCI can link up with existing CRE outreach 'clubs' in schools or extra-curricular settings by jointly developing (e.g.) annual thematic child rights projects and sharing information and resources through existing online platforms.</li> <li>• <b>Young Ambassadors:</b> are highly committed to raising awareness of child rights and the work of UNICEF, and to fundraising. Awareness of CFCI, as well as broader UNICEF advocacy initiatives, should be part of their regular training and guidance tools. They can support child municipal councils to communicate their initiatives, conduct CRE for CFCI stakeholders, and participate in CFCI monitoring and evaluation assessments and processes.</li> <li>• <b>Advocacy campaigns:</b> National Committees involving child participation in advocacy campaigns can proactively reach out to, and engage, children in CFCI cities/communities. This includes U-Report outreach.</li> </ul>



## Tool 5: Summary of issues to consider before getting started



Before you begin to launch the development of a CFCI, it is helpful to address some basic questions. These will help orient the programme and ensure that it is designed as effectively as possible to reflect your country context and the goals you hope to achieve. This section is obviously only relevant for National Committees who do not already have a CFCI programme in place. Yet, at any point in the maturation of the initiative, issues raised here may be relevant.



It provides a brief summary of some of the important considerations and can be used in conjunction with [Chapter 2](#).



### 1. What are the available human and financial resources to implement the CFCI?



The CFCI will need both human and financial support to get it off the ground. If it is decided that the National Committee lacks the resources internally, it may collaborate with another agency better placed to undertake the overall coordination. It is important to bear in mind, however, that even under these circumstances, it will be necessary to commit to a process at the outset to establish the basics of the programme. It is necessary to set its overall objectives and principles, and to establish an agreement framework between the agency and the National Committee.



### 2. What are the risks?



A number of risks can arise in association with the establishment of a CFCI. These can include:

- failure to attract sufficient interest;
- poor outcomes at the local level;
- inability to demonstrate the effectiveness of the initiative;
- absorbing too many human and financial resources at the National Committee level;
- inability/reluctance off municipalities to adopt a child rights approach.



It is important to identify all potential risks prior to investing in a CFCI. Then you should analyse how serious they are and determine what measures can be put in place to mitigate them.



### 3. Who needs to be involved and how?

You need to identify the key strategic partners required to support the CFCI. The choice of partners will be influenced by both the objectives and the focus of the CFCI. There are several possible areas of potential partnership, for example, particularly those offering:

- financial support which can help get a CFCI moving and ensure its viability and potential sustainability;
- links with established structures, such as government departments and regional bodies;
- expertise to bring to the development and implementation of a CFCI, including professional guidance; knowledge of child rights and research capacities;
- legitimacy through their credibility and status.

Accordingly, you might want to consider reaching out to and engaging with relevant government bodies, the business sector, civil society organizations, professional bodies, the media, trade unions and academics.

You also need to consider what form their engagement might take, what level of partnership you want and what level of ownership of the programme they will have. Do you want to create an advisory group that meets periodically to provide input and guidance to the direction of the CFCI? Or, do you want a more formal body that serves as a steering group and makes decisions on its direction?

### 4. How will municipalities be invited to apply?

You will have to decide the scale of the programme you want to initiate, and how you will invite local municipalities to participate in the CFCI. Issues to reflect on include:

- Are you going to begin with a pilot to test out your methodology?
- Will you invite a small number of cities/communities to take part in that pilot process?
- Will you put out a national call for a limited or an unlimited number of volunteer communities?
- How will you spread and communicate the call?
- How many communities will you select?
- Could you use existing networks or platforms?







## Tool 5: Summary of issues to consider before getting started



5. What are the criteria for selecting and recognizing a city or community as child friendly?



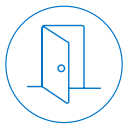
You will need to decide on the criteria by which to select applicants. There are several ways to approach this, for example by:

- deciding on a given number in advance and taking applicants on a first come, first served basis;
- accepting all applicants;
- requiring the development of a detailed proposal or situation analysis to assess commitment and capacity;
- inviting a range of municipalities to reflect a balance of size, geography, socio-economic status, etc.



You also need to determine the accreditation process you want to adopt for recognizing a city or community as a child friendly city. You will have to define crucial issues, including when and how to give the 'label' or accreditation and what is the duration of the certification. You will also need to anticipate difficulties, such as how to remove a label.

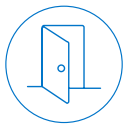




## Tool 6: Examples of CFCI accreditation systems



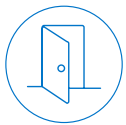
Country	Pre-requisite for accreditation/ application by cities/communities	Accreditation process	Review committee	Title and effects of accreditation	No. of cities/ communities accredited (mid-2016)
<b>Australia</b>	Identification of measures, action plans and responses relevant to the community under each of 6 community goals (framework set by National Committee)	Portfolio of evidence to be assessed under a Results Based Accountability model	Panel including South Australian Department for Education and Child Development (DECD), UNICEF Australia, community partners and agencies, academics and experts of relevant expertise and experience	<ul style="list-style-type: none"> <li>Bronze recognition: demonstrated allocation of resources; community mapping of priority children and issues; planning to respond to identified needs</li> <li>Silver recognition: implementation; systematic changes in governance structures to support child rights; and beginning of improvements in some indicators</li> <li>Gold recognition: clear improvements to implementation, systems, governance; and impact on population data</li> </ul> Non-time bound	Three cities (pilot phase)
<b>Finland</b>	Decision by the City Council Appointment of municipal working group Self-assessment Action plan	After 2 years On-site visit by National Committee	n/a	'Recognition' 2 years	13 municipalities
<b>France</b>	Municipality must fill out application including: Questionnaire on municipal policies and interventions Dashboard of data Support letters by mayor and UNICEF local committee Draft action plan	Review by National Committee Review by external committee Scoring system Identification of 3 priority areas	6 persons Departmental Committee volunteers Reviews only the quality of the partnership with UNICEF	'Title' Signature of partnership agreement based on 3 priorities identified during accreditation process Annual action plan for cooperation with local UNICEF committee Use of logo City name plates with logo 6 years (electoral term)	208 municipalities, departments, and municipal groupings
<b>Germany</b>	Phase 1 – one year Situation analysis with questionnaire for municipality and questionnaire for children Development of an action plan	Adoption of Action plan		CFCI label Phase 2 – Implementation of the action plan Three or four years with the possibility of an extension for three or four years	12 municipalities



## Tool 6: Examples of CFCI accreditation systems



Country	Pre-requisite for accreditation/ application by cities/communities	Accreditation process	Review committee	Title and effects of accreditation	No. of cities/ communities accredited (mid-2016)
<b>Hungary</b>	<p>Call for applications</p> <p>Application file including local policy, mechanisms for child protection, child participation and promotion of child rights</p> <p>Fill out list of indicators prepared by National Committee</p>	<p>Review by Evaluation Committee</p> <p>Identification of 3 cities (small, medium, large size)</p>	<p>10 independent experts</p> <p>Deputy Commissioner for Nationalities</p> <p>NGO representatives</p> <p>Professionals (e.g. nurse, professor)</p> <p>Young person aged 13 to 17 from National Committee's Young Ambassadors programme</p>	<p>UNICEF Child Friendly Community x year</p> <p>Use of logo and title in communication documents</p> <p>Award of approximately USD7,000</p> <p>Action plan on how funds will be used</p> <p>1 year</p>	<p>Three communities each year</p>
<b>Portugal</b>	<p>Call for applications</p> <p>Fill out a questionnaire</p> <p>Submit letter signed by mayor</p> <p>Set up coordination group</p> <p>Develop Action plan within 6 months</p> <p>Issue first progress report</p>	<p>Progress report within six months of adoption of an action plan.</p> <p>Meeting between the city and the CFCI Coordinating Committee</p>	<p>CFCI Coordinating Committee, comprising National Committee representatives in addition to private and public entities</p>	<p>Child Friendly City label</p> <p>Four years</p>	<p>37 cities</p>
<b>Republic of Korea</b>	<p>Membership in the Association for Promotion of Child Friendly Cities</p> <p>Cooperation agreement with UNICEF to become a CFC</p> <p>Implementation of 10 building blocks</p> <p>Two municipal staff dedicated to the CFCI</p> <p>Self-assessment tool showing actions taken</p> <p>Adoption of city ordinance</p>	<p>Review by accreditation committee</p> <p>Scoring system</p>	<p>Five members</p> <p>National Committee representative (the Deputy Executive Director)</p> <p>NGO representative</p> <p>University professors in different fields (e.g. law, social welfare and education)</p>	<p>Child Friendly City label</p> <p>Three years</p>	<p>Three municipalities</p> <p>32 aspiring municipalities</p>



## Tool 6: Examples of CFCI accreditation systems



Country	Pre-requisite for accreditation/ application by cities/communities	Accreditation process	Review committee	Title and effects of accreditation	No. of cities/ communities accredited (mid-2016)
<b>Spain</b>	<p>Call for applications every two years</p> <p>Expression of interest approved by the municipal council</p> <p>Submission of documents showing investment in children and adolescents, such as reports and evaluations, city child rights situation analysis and a local plan for children and adolescents</p> <p>Child-participation mechanism/Council recognized and supported by municipality</p> <p>Internal coordination mechanism established</p> <p>For renewal, the local plan for children has to be approved by the municipal council</p>	<p>Evaluation Committee</p> <p>On-site visit by the National Committee representative possible</p>		<p>Label of Recognition and possible distinctions (only for renewal)</p> <p>Follow-up review of the implementation of the local plan after two years</p> <p>Partnership agreement with UNICEF</p> <p>Four years with the possibility to renew the Seal for a further period of four years; and so on (can be withdrawn if policies contradict the Convention)</p> <p>Possibility to apply for 'good practice certification' for specific interventions</p>	100+ municipalities
<b>Switzerland</b>	<p>Self-assessment questionnaire</p> <p>Workshop with children and young people</p> <p>Four-year action plan</p>	<p>Review by Accreditation Committee on the basis of a report by an evaluator</p>		<p>Label</p> <p>Four years</p>	20 municipalities



## Tool 7: Summary of selected CFCI models



Country	Year launched	Number of cities/ communities (mid-2016)	Accreditation process	Core elements	Type of support provided by the National Committee	Number of staff	Financial resources	Key partners	Website/link
<b>Australia</b>		Three (pilot)	Results-based accountability model Review Panel Levelled accreditation (bronze, silver, gold)	Six community goals				South Australian Department for Education and Child Development	<a href="http://www.unicef.org/au/our-work/children-in-australia/communities">www.unicef.org/au/our-work/children-in-australia/communities</a>
<b>Belgium</b>	2012	Eight (+13 in progress)	Portfolio Review Committee	Four policy oriented areas	Member of the accreditation jury No direct involvement in CFCI management	One part-time		Flemish federation of local youth services (LEAD)	<a href="http://www.kindvriendelijkestedengemeenten.be">www.kindvriendelijkestedengemeenten.be</a>
<b>Canada</b>	2009							Carrefour municipal action and family (LEAD), Quebec federation of municipalities, Quebec union of municipalities	<a href="http://www.amiedesen-fants.ca/">www.amiedesen-fants.ca/</a> <a href="http://www.unicef.ca/en/article/child-friendly-cities">www.unicef.ca/en/article/child-friendly-cities</a>
<b>Finland</b>	2012	13	City steering group, action plan, self-assessment On-site visit by National Committee Valid for 2 years	410 components, several related to participation	Ongoing individual guidance, training and joint workshops between all participating cities	Three – one full-time and two part-time	National Committee, with an average budget of 40,000 euros per year		
<b>France</b>	2003	208	Application with self-assessment, dashboard, mayor's support letter Review by National Committee and Review Committee Valid for 6 years (electoral term)	10 Thematic areas focused on substantive areas of the CRC	Network facilitation Guidance tools Some support by local committee volunteers	Four – two full-time and two part-time	Membership fees National Committee	France's Mayors' Association	<a href="http://www.villeamiedesen-fants.fr">www.villeamiedesen-fants.fr</a>



## Tool 7: Summary of selected CFCI models



Country	Year launched	Number of cities/ communities (mid-2016)	Accreditation process	Core elements	Type of support provided by the National Committee	Number of staff	Financial resources	Key partners	Website/link
<b>Germany</b>	2012	12	Situation analysis by municipality and children, action plan Valid for 3 or 4 years	Four parts with subcomponents	Ongoing individual guidance and joint workshops between all participating cities	Five – three full-time and two part-time		Ad hoc entity created through partnership between National Committee and NGO Deutsches Kinderhilfswerk e.V	<a href="http://www.kinderfreundliche-kommunen.de">www.kinderfreundliche-kommunen.de</a>
<b>Hungary</b>	2015	Three each year	Application file and list of indicators to fill out Evaluation Committee Valid for one year	Close to original nine building blocks	Monetary prize	Two part-time	National Committee (funded the programme by the government) approx. 7000 US\$/winner/a year		<a href="http://unicef.hu/unicef-gyerek-barat-telepules/">http://unicef.hu/unicef-gyerek-barat-telepules/</a>
<b>Italy</b>		400 +		Original nine building blocks	Network facilitation				
<b>Portugal</b>	2015 (relaunch)	37		Four areas of child-centred approach	Network facilitation	Two part-time			
<b>New Zealand</b>	2006	Two (plus six in progress)		Seven criteria for first stage accreditation five additional criteria for second stage accreditation Some initial building blocks, some substantive areas Progress report every two to three years					<a href="http://www.unicef.org/nz/learn/our-work-in-new-zealand/child-friendly-cities">www.unicef.org/nz/learn/our-work-in-new-zealand/child-friendly-cities</a>





## Tool 7: Summary of selected CFCI models



Country	Year launched	Number of cities/communities (mid-2016)	Accreditation process	Core elements	Type of support provided by the National Committee	Number of staff	Financial resources	Key partners	Website/link
<b>Republic of Korea</b>	2013	Three (+ 32 aspiring in the network)	Membership in the Association, self-assessment, agreement with National Committee, city task team, city ordinance	Original nine building blocks + physical safety	Network facilitation Ongoing individual guidance	Three full-time	National Committee USD20,000 in 2015, USD100,000 in 2016		
<b>Spain</b>	2001	100 +	Expression of interest approved by municipal council, reports (activity report, child rights situation analysis and Action Plan for Children)	10 components close to original 9 building blocks with focus on civil society participation Three approaches: child participation, equity and local alliance approach	Network facilitation Ongoing individual guidance Training, webinars Website International and National Congress Publications and guides	One full-time and one part-time 17 focal points in decentralized offices	Ministry of health, social services and equality National Committee	Ministry of health, social services and equality, Spanish federation of municipalities and provinces, University institute of needs and rights of children and adolescents.	<a href="http://ciudadesamigas.org/">http://ciudadesamigas.org/</a>
<b>Switzerland</b>		20	Evaluation Committee (on-site visit possible)	Original nine building blocks + physical safety	Network facilitation		National Committee Various cantons		<a href="http://www.unicef.ch/fr/nous-aidons-ainsi/en-suisse/commune-amie-des-enfants">www.unicef.ch/fr/nous-aidons-ainsi/en-suisse/commune-amie-des-enfants</a>
<b>UK</b>	2013	Five (pilot)	Level of recognition (normal, quality, quality and excellence)	Three full-time	National Committee USD20,000 in 2015, USD100,000 in 2016	Two full-time	National Committee £152,000, of which £50,000 represent internal costs	Local authorities CFCI called 'Child Rights Partners'	<a href="http://www.unicef.org.uk/child-rights-partners/">www.unicef.org.uk/child-rights-partners/</a>



# Tool 8: Ideas for developing a child rights situation analysis



The following model, adapted from an approach used in Germany, suggests some of the potential questions that need to be covered in a situation analysis. It can be adopted or adapted as relevant to the local context.



Another approach would be to use the clusters of rights in the Convention as the framework for the data collection. These include:

- general principles;
- civil rights and freedoms;
- violence;
- family environment;
- disability, health and welfare;
- education and leisure;
- special protection measures.



Whichever model is used, it is important that the framework is designed to measure the extent to which child rights are being realized.



## 1. Questionnaire for the municipal administration



The questionnaire could gather data from the local municipality seeking information relating to:

- **What is the statistical profile of the municipality?** This would include, for example, well-being, health status, schooling, child care, after-school activities, migration, health check-ups carried out with school-aged children.
- **What is the regulatory framework of structures,** procedures and legislation, which consistently promote and protect the rights of children? These would include, for example, the existence of a child rights unit or coordinating mechanism, a child advisory committee, children's budget and independent advocacy for children.
- **What measures are in place to promote the best interests of the child?** These would include a city-wide child rights strategy and guidelines, conditions for child care, inclusion and integration, facilities for play and recreational activities, health system and prevention measures, urban planning and mobility and transport systems. And what are the gaps?
- **What measures are in place to promote social inclusion and non-discrimination?** These would include the removal of physical, transport, communication, attitudinal and other barriers impeding the rights of children from marginalized groups to access the services they need. And what are the gaps?
- **What measures are in place to promote child participation in municipal bodies?**



These would include administrative proceedings, monitoring and feedback processes, methods and forms of implementation, school and youth councils, self-organized participation projects and accessible complaints mechanisms. And what are the gaps?

- **What measures are in place to promote safety and protection?** These would include making public spaces safer, addressing bullying – including cyberbullying tackling gangs and drugs violence, and reducing domestic violence. And what are the gaps?
- **What communications and public relations are in place?** These would include a city children's report, monitoring and data collection, availability of information, information in child-friendly language and indicators of a welcoming culture for children locally. And what are the gaps?

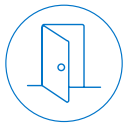
## 2. Surveys or focus-group discussions

A survey or series of focus-group discussions might be undertaken with other stakeholders to determine their experiences, perspectives and priorities. These stakeholders might include parents, professionals working with children and NGOs. They will have invaluable knowledge to contribute on what is working, where the gaps are, what needs to be changed and where children are most at risk.

## 3. Questionnaire for children

It is also vital to find out the perspectives of children on how they experience their local community. This can be undertaken through a questionnaire, which might include questions relating to, for example:

- participation in the family, in school and at the local level;
- access to information;
- opportunities for recreation and play;
- self-perceived health;
- access to confidential health services, including sexual and reproductive health services;
- access to sports facilities;
- safety (on roads, in public transport, etc.);
- eating habits;



## Tool 8: Ideas for developing a child rights situation analysis



- violence (i.e. bullying and awareness on how to help children who have been a victim/survivor of abuse);
- perception of quality of life in the city.



The questionnaire needs to include a section on the demographic data of the children answering the survey. The questionnaires for children can be administered in schools, where larger numbers of children are gathered. However, it will be important to make municipalities aware of the importance of involving other children who may not be part of the regular educational system and who, for that or other reasons, may be particularly vulnerable.



These groups may include children with disabilities who go to special education schools or children living in refugee centres. The language and format of the questionnaires will most probably have to be adapted to the needs of these or other groups of children with particular communication requirements.



### 4. Group activities with children

In addition to the questionnaire or survey, it can be useful to engage directly with groups of children. The added value of a more in-depth opportunity to listen to children is:



- it provides greater insight to the weight they afford to different areas of concern, as well as ideas as to how to address or overcome them;
- it enables the city/municipality to focus on particular groups of children, for example, children with disabilities, refugee and asylum-seeking children, children in public care and children from minority communities.



There are a range of interactive and fun tools available for engaging children in discussion groups (see the Resources section on the summary page for **Chapter 5**).

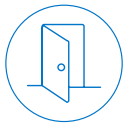


### A participatory situation analysis in Potsdam, Germany

An NGO involved in the implementing body of the CFCI in Potsdam carried out the children's questionnaire with 427 children between 10 and 12 years of age from seven schools. Following the questionnaire, the NGO organized a workshop on child rights with the children from the municipality, so as to raise their awareness on the Convention.

A separate workshop was organized with 17 students (class/school representatives) to explore: 'If you were the mayor, what would you do to improve Potsdam?' After collecting their ideas, the children voted on six ideas and then six working groups were established to further explore the issues. The children worked on how to develop concrete measures for implementing their goals.

The NGO also adapted the questions for an older age group and uploaded it on-line. It received 142 replies from children and young people. Most children were aged between 12 and 17 years (87 per cent), 10 per cent were aged between 18 and 26 years, and 2 per cent were older than 26 years. In the field of participation, the children and young people found it important to participate in the development of the city, at home, in school and during their leisure time and to be able to participate via the internet. They favoured more internet- and project-based participation, rather than being part of youth parliaments. Eighty per cent wished to have a budget for children and young people, which they could use and implement themselves. Regarding child rights, they found Article 19 of the Convention, regarding the right to protection from all forms of violence, to be the most important.



## Tool 9: Example of an action plan – City of Wolfsburg, Germany: Action Plan 2014-2018 (Summary\*)



	Objective	Measures
1	Set up a Steering group	<ul style="list-style-type: none"> <li>- Develop a framework and procedures, which consistently promote and protect the rights of all children;</li> <li>- Improve cooperation of all administrative services (Youth Department, Education Office, Health Department, Urban Planning, etc.).</li> </ul>
2	Establish a health network	<ul style="list-style-type: none"> <li>- Establish a health network in 2017;</li> <li>- Analyse supply and demand for health services;</li> <li>- Identify gaps;</li> <li>- Secure transition between different facilities (i.e. day care and primary school).</li> </ul>
3	Awareness-raising and capacity building	<ul style="list-style-type: none"> <li>- Provide training on CRC and CFCI to employees (May 2015).</li> </ul>
4	Establish a Children and Youth Office	<ul style="list-style-type: none"> <li>- Engage volunteers from undergraduate studies for a year (2015);</li> <li>- Implement quality standards for local representation of interests;</li> <li>- Organizational decree on competences of the Child and Youth Commissioner (2015).</li> </ul>
5	Train moderators for child and youth participation	<ul style="list-style-type: none"> <li>- Carry out vocational training for moderators on child and youth participation in cooperation with the Adult Education Centre.</li> </ul>
6	Action on playgrounds	<ul style="list-style-type: none"> <li>- Enhance children's participation in planning processes related to playgrounds;</li> <li>- Develop a playground concept.</li> </ul>
7	Establish a children's council	<ul style="list-style-type: none"> <li>- Establish a council for children aged 83;</li> <li>- Evaluate leisure facilities and playgrounds;</li> <li>- Discuss various topics.</li> </ul>
8	Carry out youth consultations and youth forums	<ul style="list-style-type: none"> <li>- Carry out a youth survey (2017/2018);</li> <li>- Implement regular youth forums in district and citywide.</li> </ul>
9	Promote target-group oriented communication	<ul style="list-style-type: none"> <li>- Promote communication and information on children's rights;</li> <li>- Use child and youth-friendly media;</li> <li>- Set up a new website of the Children and Youth Office;</li> <li>- Promote internal and external publications.</li> </ul>

\*The full Action Plan of 02.09.2014 includes the following information: Recommendation, objective, time frame, responsible entity for carrying out the activity and other partners/entities involved.



# Tool No. 10: How have National Committees adapted the original CFCI 'building blocks'?



National Committees have either adopted or adapted the original UNICEF nine building blocks. Adaptation includes:

- adding or deleting one or more of the building blocks, but essentially maintaining the original framework;
- keeping reference to the original framework, but adapting how it is communicated;
- significantly re-working the framework and replacing the original building blocks with alternative components.



## Frameworks closely based on the original nine building blocks

- **Republic of Korea:** The model is very close to the original CFCI framework. The National Committee has made extensive use of the tools UNICEF has produced at the global level. The tools have been translated into Korean and distributed to interested cities as key guidance tools. However, 'a safe physical environment' has been added to the original nine building blocks. This is in response to the large number of accidents, particularly traffic accidents, affecting children nationally.
- **Hungary:** The wording of the nine building blocks has been slightly modified, but the concepts remain very close to the original. However, a tenth building block has been added to take into account the role of the business sector.
- **Poland:** In Poland, the original building blocks have been closely followed, although with some adaptations. The building block relating to 'independent advocacy for children' has been removed. Under the 'children's rights strategy', municipalities have to adopt an action plan focussing on eight priorities that have been determined by the National Committee. Finally, there is an extra building block on platforms for cooperation between the municipality and the business sector, NGOs working with children and the media.

## Frameworks based on the original nine building blocks, but with some changes in interpretation

- **Germany:** The initiative is based on the original nine building blocks. However, for the purposes of self-assessment via the questionnaire for municipal administrations, the blocks are re-organized under four themes:
  - best interests of the child;
  - regulatory framework;

- child participation;
- information public relations.

The administration is supposed to answer, 'How important are the nine building blocks at the local level?' and, 'How have the nine building blocks been implemented so far?' The CFCI coordinating body found that it made more sense to present the issues under the four themes given that the nine building blocks are not equally applicable across cities.

- **Portugal:** The initiative is based on four pillars, which are based, in turn, on the original building blocks. All the building blocks were taken into account when planning the CFCI. However, it was considered that they were not all relevant. The four pillars are:
  - children's holistic approach;
  - child participation;
  - children's rights strategy;
  - child impact assessment and evaluation.

## A more radical approach to adapting the original nine building blocks

- **Finland:** Adaptation of the building blocks took place during the pilot phase. The changes were based on evidence available on child rights, including legislation, policies and gaps, and practices on child and youth participation. The national legislation, structures and services available for children were significant and considered to be of high quality. One of the overall CFCI goals was, therefore, to add value and quality to the ongoing work in municipalities. Some of the original building blocks were dropped because they are already included in the legislation. 'Children's participation' has been unpacked into a series of more detailed components. These now make up six of the ten Finnish building blocks. This is because it was identified as an area needing attention in the Finnish context. Each building block comes with a checklist to assess the current situation, select and develop actions and objectives, and develop indicators for monitoring progress over time. Having detailed building blocks and demanding checklists is considered an important strategy to add value to ongoing work, considering the mechanisms already available in the country. The building blocks may be revisited in time and highlight other issues that may be identified. The researcher involved in the initiative stated that if he were to re-write



# Tool No. 10: How have National Committees adapted the original CFCI 'building blocks'?



the building blocks, he would break down equality and non-discrimination into several building blocks. A similar approach was followed for children's participation. This was done to better guide municipalities to look closely at the evidence and address equality and non-discrimination in all decisions at the micro-level.

- **France:** For the first ten years, the CFCI framework was based on the original nine building blocks. However, after some time, the National Committee found them to be often misunderstood and not tangible enough for people on the ground. Therefore, they were replaced in 2014 by 'Ten key thematic areas' based on the Convention. This was done to promote a concrete realization of child rights at the city level and to ensure a better understanding of these rights by municipalities. The thematic areas are also considered to be closer to how a city might be managed. In addition, they better correspond to existing municipal offices responsible for specific sectors. These thematic areas were identified and approved during a series of workshops in 2012 and 2013 by 50 local entities (cities and departments as per the CFCI model in France).
- **UK:** UNICEF UK had initially relied on the nine traditional building blocks of the CFCI. However, it found that they were not sufficiently flexible or tangible to adapt to the multiple levels of responsibility in UK municipalities. They were too broad and abstract and did not contain sufficient information on children's rights. It was felt that the building blocks could be seen by localities as presenting an 'add-on' structure which they might not be keen to adopt in austere times. However, using a principle-based framework presents a way of systemically changing and strengthening existing structures and mechanisms. Instead of the nine building blocks, the 'Child Rights Partners' programme applies the seven principles identified by UNICEF UK as making up a child rights-based approach (see **Chapter 1** for more details). UNICEF UK provides guidance on the seven principles and what they imply for public services.

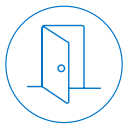




# Tool No. 11: Comparative table of National Committee CFCI core components



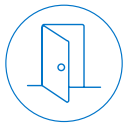
ORIGINAL UNICEF 'building blocks' (Republic of Korea)	HUNGARY (very close to original building blocks)	POLAND	FINLAND: (10 building blocks)	FRANCE (10 key thematic areas)	PORTUGAL (4 pillars)	UK (7 components making up the Child Rights-Based Approach which underpins the Child Rights Partners programme)	GERMANY
1. Children's participation	1. Ensuring active and effective participation of children.	At the municipality level 1. City – wide children's rights strategy with plan of action on: a. Childcare and education b. Health and prevention measures c. Foster care d. Protection and safety e. Urban planning and traffic system f. Disability g. Material conditions and poverty h. Sport , culture and entertainment	1. Making Children's Rights Known	1. Well-being and living environment	1. Children's holistic approach	1. Dignity	Part one: Best Interest of the Child, including: <ul style="list-style-type: none"> <li>• City-wide children's rights strategy and guidelines in place;</li> <li>• Conditions for childcare, inclusion and integration;</li> <li>• Facilities for play and recreational activities;</li> <li>• Health system and prevention measures;</li> <li>• Child rights and living conditions for children with disabilities and refugee children;</li> <li>• Urban planning, mobility and traffic system;</li> <li>• Protection and safety.</li> </ul>
2. A child-friendly legal framework	2. Developing a legal framework for children	2. Children's budget	2. Equality and Non-discrimination	2. Non-discrimination and equal access to services	2. Child participation	2. Best interests of the child	
3. A city-wide children's rights strategy	3. Developing a community-based child rights strategy	3. Monitoring of the situation of children in the city 4. A child-friendly legal framework 5. Children's rights coordinating mechanism	3. Participation: Planning, Evaluation and the Development of Services	4. Security and protection	4. Child impact assessment and evaluation	4. Life, survival and development	
4. A children's rights unit or coordinating mechanism	4. Establishing a children's rights department		4. Participation: Planning and Development of Public Space	4. Security and protection	4. Child impact assessment and evaluation	4. Life, survival and development	Part two: Regulatory framework, in line with the building blocks, this sections addresses existing structures, procedures and legislation, which consistently promote and protect the rights of children, including: <ul style="list-style-type: none"> <li>• Existence of a children's rights unit or coordinating mechanism;</li> <li>• Representation of interests, i.e. child advisory committee;</li> <li>• A children's budget: financial resources and self-determined budget for children;</li> <li>• Independent advocacy for children: supporting NGOs.</li> </ul>



# Tool No. 11: Comparative table of National Committee CFCI core components



ORIGINAL UNICEF 'building blocks' (Republic of Korea)	HUNGARY (very close to original building blocks)	POLAND	FINLAND: (10 building blocks)	FRANCE (10 key thematic areas)	PORTUGAL (4 pillars)	UK (7 components making up the Child Rights-Based Approach which underpins the Child Rights Partners programme)	GERMANY
6. A children's budget	6. Child-friendly budget	At the children's level 1. Children's participation (representation of interests – child advisory committee, impact assessment of decisions from children's point of view, children's participatory budget) 2. Making children's rights known	6. Participation: Civil Society Activities	6. Health, hygiene, nutrition			
7. A regular State of the City's Children report	7. Regular reports on the general situation of the community's children		7. Participation: Peer and Adult Relationships	7. Disability		7. Transparency and accountability	Part three: Child participation in municipal bodies, including: <ul style="list-style-type: none"> <li>• Administrative proceedings, monitoring and feedback processes;</li> <li>• Methods and forms of implementation;</li> <li>• Topics for local participation;</li> <li>• Self-organized participation projects;</li> <li>• Possibilities for raising an objection by children and complaints mechanisms available.</li> </ul>
8. Making children's rights known	8. Awareness of children's rights		8. Participation: Valuing Children and Childhood	8. Education			
9. Independent advocacy for children	9. Independent legal representation for children (ombudsman and NGOs)	At the community level 1. Creation of platforms for municipality cooperation with: a. businesses b. NGOs working for children c. media	9. Strategic Planning, Coordinating Mechanisms and Child Impact Assessment	9. Access to play, sport, culture and leisure			
10. A safe physical environment [ADDED BY REPUBLIC OF KOREA]	10. Involving child-friendly businesses: active and sustainable involvement of business sector's individual or corporate representatives and making them interested in community empowerment to protect children better and to implement child rights. [ADDED BY HUNGARY]		10. Wide Knowledge Basis	10. International solidarity			Part four: Information and public relations, including: <ul style="list-style-type: none"> <li>• City children's report;</li> <li>• Monitoring and data collection;</li> <li>• Availability of information;</li> <li>• Child-friendly language and dissemination;</li> <li>• Indicators of a welcoming culture for children and young people locally.</li> </ul>



# Tool No. 12: Involving children and young people in CFCI in Auckland (New-Zealand)



## 'I am Auckland'

Summary information – Full documentation is available [here](#).



### What is 'I am Auckland'?

**I Am Auckland** is an action plan developed in Auckland with the collaboration of children and young people. It is a living document. This means that the actions in the plan will develop as the action plan grows. It is based on the feedback of 6,000 children and young people from across Auckland. It also includes the inputs from stakeholders, partners and those people that have a strong interest and expertise in children and young people. This plan outlines Auckland Council's region-wide commitments to children and young people in Auckland.



**I am Auckland** is the first stage in the work to create a positive change for children and young people.

The next stage will outline the actions developed in partnership with local boards and the community. This action plan details what needs to happen across the region (goals). Also, it specifies what Auckland Council is committed to doing (actions) to make a positive change in the lives of children and young people.



Auckland Council recognizes it has an important role to play in putting children and young people first. Not only is the council a major provider of services that children and young people use, such as libraries, swimming pools, parks, recreation facilities and transport, it also has an opportunity to improve their lives. By reviewing the work they do with and for children and young people, they can reshape it and ensure that it supports positive outcomes to put children and young people first. The Auckland Plan sets out areas that need to be worked on to achieve the vision to be the world's most liveable city for children and young people.



Almost all the Auckland Council teams interact with children, young people and their families. Their action plan sets out what the council needs to do to embed its commitments for children and young people and create positive mindsets, practices and skills throughout the organization. This action plan is one of the council's core strategies. It must enable, support and be consistent with the council's strategic framework to create the world's most liveable city.

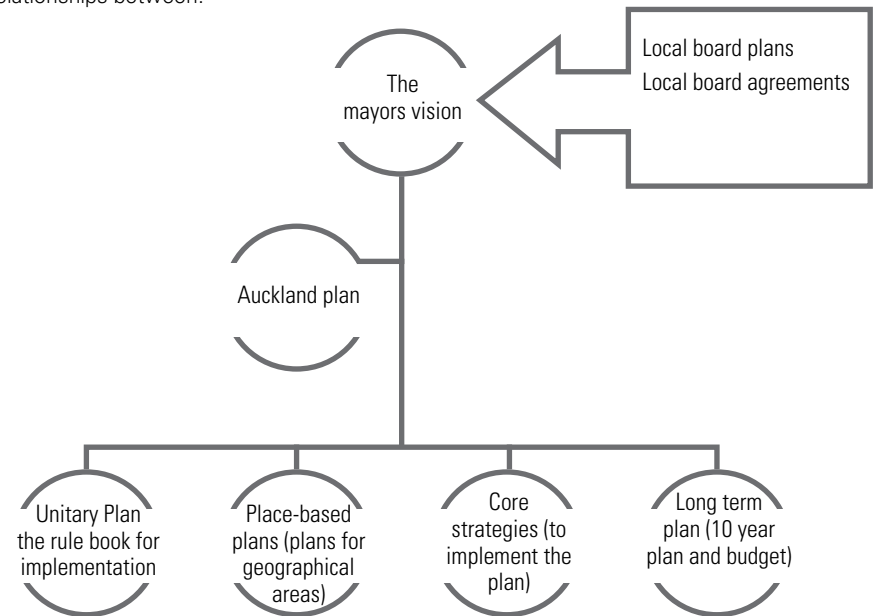


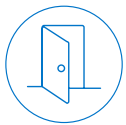
**I am Auckland** is a framework for delivering the outcomes set out in the Auckland Plan in a way that involves children and young people and the community, which supports and encourages them.

The Auckland Plan is a single plan to deliver a shared vision for all of Auckland and its people. It will guide Auckland's future over the next 30 years and tackle issues such as:

- reducing transport and housing shortages;
- giving children and young people a better start;
- creating more jobs;
- protecting the environment.

The Auckland Plan was adopted by the council in March 2012. There are significant relationships between:





# Tool No. 12: Involving children and young people in CFCI in Auckland (New-Zealand)



## How are children and young people involved?

The Youth Advisory Panel ('the Panel') is a diverse group of young people from across Auckland. The Panel members are passionate and committed to their role of bringing the voices of children and young people into the work of Auckland Council. They do this by advising the mayor and councillors. There are 21 members, each representing one of Auckland's local boards. Each member was selected to sit on the Panel by young people on their local board. This means that young people in every area of Auckland have a youth representative, and these representatives are selected by young people.



## Creating Auckland-wide action that really works

As well as looking at region-wide action, they also look at local level action to make real changes in the lives of children and young people. Local action is created in a partnership between children and young people and their local boards to reflect local characteristics and needs. Individual local board plans will cover the actions that each local board will undertake to put children and young people first. Local board plans set the unique aspirations and priorities for each local board and guide decision making. Some of the themes relevant to young people in all the local board plans are:



- supporting local community identity through social programmes, arts, culture and local events, and supporting youth programmes;
- creating vibrant and economically strong town centres that reflect local character and create community activity and involvement;
- providing new and improved community facilities (such as youth centres), particularly where there are few or no facilities or where facilities have not kept up with population growth;
- holding events to bring people together. Many local boards are already working with local youth groups in their area to ensure that their plans incorporate the views of children and young people.



The Action plan is delivered in three ways



The Auckland-wide actions in this plan are a mix of actions already happening and new ones. New actions have been developed based on feedback from children, young people and key stakeholders. This feedback was received during consultation on the Auckland Plan. New actions for council respond not only to those under 25 years old, but also to the views of key stakeholders, experts and the community. Auckland Council was asked to consider implementing various tools to help achieve and strengthen the priority of putting children and young people first. The Council is pleased to confirm its commitment to the following actions:

## What are the goals?

The Auckland Plan has seven goals for children.

- I have a voice, am valued and contribute;
- I am important, belong, am cared about and feel safe;
- I am happy, healthy and thriving;
- I am given equal opportunities to succeed and to have a fair go;
- I can get around and am connected;
- Auckland is my playground;
- All *rangatahi* will thrive.



# Tool No. 12: Involving children and young people in CFCI in Auckland (New-Zealand)



Illustrative example of one of the Goals

*I am important, belong, am cared about and feel safe*

It means: we create safe communities and welcoming place for children, young people and their families, and foster a sense of belonging.



### How we're listening

Children and young people have been open with us about the lives they live and the serious issues that affect them on a daily basis. Auckland Council is committed to creating a safe and welcoming region for children and young people. Young people talked to us about not feeling connected to their neighbourhoods and community. In some cases we talked to young people who are not connected with their family or whānau. Young people were clear that in areas where council has no mandate, they would like us to advocate on their behalf. They want safe, better and more connected communities that protect under 25 year olds, with a particular focus on the 0 to 18 year olds. We are committed to advocating for children and young people on these matters. And we are committed to supporting under 25 year olds to have a voice on the development of their neighbourhoods and communities. Smoking, alcohol and drugs and other negative activities were raised in our conversations and workshops. We are working to address these issues and concerns through the development of a smoke-free policy and local alcohol plans. We are continuing to provide community development services with a focus on drugs.



### Auckland wide action areas:

- advocacy;
- working together;
- youth zones and youth hubs;
- safety and auditing.



## Strategic directives



Support parents, families, and communities in their role as caregivers and guardians of children and young people.

Support integrated measures to prevent family violence and create safe families

Improve community safety and feelings of being safe.

## Targets



Reduce the rate of total criminal offences per 10,000 population from 939 in 2010 to 800 by 2040.

Increase residents' perceptions of safety in their neighbourhood from 68 per cent in 2010 to 80 per cent by 2030.

Decrease the number of child hospitalizations due to injury by 20 per cent by 2025.

By 2020 the number of breaches of the Domestic Violence Act (1995) will have stabilized and by 2040 will have fallen by 40 per cent.

## Reporting on progress

Measuring and monitoring **I am Auckland** will be part of the annual Auckland Plan update.

**I am Auckland** is also a mechanism for reporting on this action plan. This report is released every two years. It shows what progress has or has not been made in Auckland and showcases some of the programmes and projects that are successfully improving the prospects of children and young people.



## Tool No. 13: Basic requirements for quality children's participation



There is an emerging consensus as to the requirements for achieving quality standards for meaningful and effective children's participation. Programmes should, at the very least, be safe, respectful and non-discriminatory. These requirements have been elaborated in the General Comment on Article 12 produced by the Committee on the Rights of the Child.<sup>10</sup>



### Requirement one: participation is transparent and informative

Children must be given information about their right to participate in a child-friendly and accessible format. The information should include

- how they will participate;
- why they have been given the opportunity to participate;
- the scope of their participation;
- the potential impact their participation could have.



*In practice, this means that:*

- children's participation has a clear purpose;
- children understand how much say they will have in decision making;
- the roles and responsibilities of those involved are clear and well understood;
- children agree with the goals and targets associated with their participation.



### Requirement two: participation is voluntary

Children must be able to choose whether they would like to participate and should be able to withdraw from activities at any time. Children must not be coerced into participating or expressing their views.

*In practice, this means that:*

- children are given time to consider their involvement and can provide informed consent;
- children are aware of their right to withdraw and can do so at any time they wish;
- children's other commitments (i.e. work and school) are respected and accommodated.



### Requirement three: participation is respectful

Children should be treated with respect and provided with opportunities to express their views freely and to initiate ideas. Staff should also respect and gain an understanding of the family, school and cultural context of children's lives.

*In practice, this means that:*

- children can freely express their views and are treated with respect;
- where children are selected as representatives, the process will be based on the principles of democracy and active steps to be inclusive;
- ways of working build self-esteem and confidence, which enable children to feel that they have valid experiences and views to contribute;
- programme staff should encourage all adults involved in the programme to be respectful towards children at all times.

### Requirement four: participation is relevant

Participation should build on children's own knowledge and should be focused on issues that are relevant to their lives and the local context.

*In practice, this means that:*

- activities that children are involved in are of real relevance to their experiences, knowledge and abilities;
- participation approaches and methods build on local knowledge and practices;
- children are involved in setting the criteria for selection and representation for participation;
- children are involved in ways that are appropriate to their capacities and interests, and at the appropriate levels and pace.

<sup>10</sup> Committee on the Rights of the Child General Comment No.12, The Right of the Child to be Heard, CRC/C/GC/12, July 2009. These basic requirements are, in large part, based on Save the Children's Practice Standards in Children's Participation, 2005.







# Tool No. 13: Basic requirements for quality children's participation



## Requirement five: participation is child friendly

Child-friendly approaches should be used to ensure that children are well prepared for their participation and can contribute meaningfully to activities. Participation approaches and methods should be designed or adapted based on children's ages and abilities.

*In practice, this means that:*

- time and resources are made available for quality participation and children are properly supported to prepare for this;
- methods of involvement are developed in partnership or in consultation with children;
- adults have the capacity to support and deliver child-friendly approaches and ways of working;
- meeting places and activity locations are child friendly and accessible to children with disabilities and other minority groups;
- children are given accessible information in child-friendly formats.



## Requirement six: participation is inclusive

Children's participation must provide opportunities for marginalized children to be involved and should challenge existing patterns of discrimination. Staff must be sensitive to the cultures of all children involved in participation activities.

*In practice, this means that:*

- children are not discriminated against because of age, race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status;
- participation activities aim to include children from all backgrounds, which could mean reaching out to children in their local community;
- participation activities are flexible enough to respond to the needs, expectations and situations of different groups of children;
- the age range, gender and abilities of children as well as other diversity factors are taken into account;
- participation activities challenge existing patterns of discrimination.



## Requirement seven: participation is supported by training for adults

Staff must have the knowledge and capacity to facilitate children's meaningful participation. This may involve training and preparation prior to engaging children in activities, as well as ongoing development.

*In practice, this means that:*

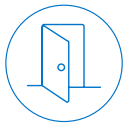
- all staff and managers are sensitized to children's participation, understand its importance and understand your organization's commitment to it;
- staff are provided with appropriate training, tools and other opportunities to learn how to use participatory practices;
- staff are effectively supported and supervised and participatory practice is evaluated;
- staff can express any views or anxieties about involving children, in the expectation that these will be addressed in a constructive way;
- specific technical skills or expertise is built up through a combination of recruitment, selection, staff development and learning from the good practices of others;
- relations between individual staff and between staff and management model appropriate behaviour, treating each other with respect and honesty.

## Requirement eight: participation is safe and sensitive to risk

Adults working with children have a duty of care. Staff must take every precaution to minimize the risks to children of abuse and exploitation and any other negative consequences of participation.

*In practice, this means that:*

- the protection of children's rights must be paramount in the way children's participation is planned and organized;
- children involved in participatory activities are aware of their right to be safe from abuse and know where to go for help if needed;
- skilled, knowledgeable staff are delegated to address and coordinate child protection issues during participatory processes;
- safeguards are in place to minimize risks and prevent abuse;
- staff organizing a participatory process have a child protection strategy that is specific to each process. The strategy must be well communicated and understood by staff;
- staff recognize their legal and ethical responsibilities in line with the organization's code of conduct and any child safeguarding policy;



## Tool No. 13: Basic requirements for quality children's participation



- child protection procedures recognize the particular risks faced by some children and the extra barriers they face in obtaining help;
- staff obtain consent for the use of all information provided by children, and information identified as confidential is safeguarded at all times;
- a formal complaints procedure is set up to allow children involved in participatory activities to make complaints in confidence. Information about the procedure is available in relevant languages and formats;
- no photographs, videos or digital images of a child can be taken or published without that child's or their caregivers' explicit consent for a specific use;
- responsibilities relating to liability, safety, travel and medical insurance are clearly delegated and effectively planned for.



### Requirement nine: participation is accountable

After they have been involved in participatory activities, children must be provided with feedback and/or follow-up that clearly explains:

- how their views have been interpreted and used;
- how they have influenced any outcomes;
- (where appropriate) what opportunities they will have to be involved in follow-up processes and activities.

*In practice, this means that:*

- children are involved in participatory activities at the earliest possible stage;
- staff and partners are accountable to children for their commitments;
- children are supported to participate in follow-up and evaluation processes;
- children are supported to share their experiences of participation with peer groups, their local communities and other organizations;
- children are given rapid and clear feedback on the impact and outcomes of their involvement, and any next steps;
- feedback reaches all the children who were involved;
- children are asked about their satisfaction with participatory processes and their views on how they could be improved;
- mistakes identified through evaluations are acknowledged and commitments given about how lessons learned will be used to improve participatory processes in the future.





## Tool No. 14: Impact of discrimination on all children's rights



Discrimination can affect the realization of all rights. The following list highlights how different forms of discrimination serve to undermine children's rights. You will also see patterns emerging of particular groups of children who are much more susceptible to the experience of discrimination –children with disabilities, girls, poor children, and those from minority communities.



**Article 1 – rights extend to all children under 18:** It is common for the age at which girls can marry or give sexual consent to be lower than that for boys



**Article 6 – right to life:** Infanticide is still practiced against girl babies and babies with disabilities



**Article 7 – right to name and nationality:** Children whose parents are not married may be unable to inherit citizenship from their father and are excluded from other citizenship rights



**Article 8 – right to preservation of identity:** Adopted children are often denied knowledge of their parentage. Indigenous children have, in the past, been forcibly removed from their families and communities



**Article 9 – non-separation from parents:** Unmarried or extremely poor mothers can be forced to give up their child for adoption and girls may be placed in domestic labour, depriving them of a family



**Article 12 and 13 – right to hold and express views:** Boys tend to be given greater opportunities to participate in decision making than girls and the views of disabled children are widely disregarded



**Article 14 – freedom of religion:** Children in many societies may be denied the right to choose or practice their religion



**Article 15 – freedom of association:** Curfews are imposed on children in some countries, thus discriminating against all children in their freedom to associate. Poor children are likely to suffer disproportionately from such a ban on activity. Girls, too, suffer disproportionately from a denial of the right to freedom of association

**Article 16 – right to privacy:** Children may be denied access to confidential health advice and counselling. Children in institutions are often denied privacy in respect of correspondence, space and belongings

**Article 19 – right to protection from all forms of violence:** Female genital mutilation and honour killings are forms of violence perpetrated against girls. Children as a group are widely discriminated against in that they are the only people within many societies against whom it is acceptable to use violence.

**Article 22 – rights of refugee children:** Refugee children are commonly denied the right to equal access to health care, education, social security and family life.

**Article 23 – rights of disabled children:** Children with disabilities experience widespread discrimination including in access to education, access to health care, and separation from family.

**Article 24 – right to best possible health:** The poorest children tend to receive the least access to health care, despite often having the greatest need; adolescents are also denied health care as a consequence of failure to provide confidentiality and privacy.

**Article 26 and 27 – right to benefit from social security and to an adequate standard of living:** Minority or indigenous communities are often denied access to an adequate standard of living through social exclusion, exclusion from employment and access to housing.

**Article 28 – right to education:** Many groups face discrimination in the right to education – girls generally in some societies, pregnant girls, children with disabilities, children with HIV/AIDS, minority groups.

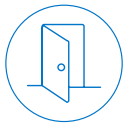
**Article 29 – aims of education:** Curricula and educational resources often present a discriminatory view of particular races or groups, may deny the experience of indigenous communities and perpetuate negative stereotypes of girls.

**Article 30 – rights of minority groups:** Children of minority and indigenous groups may be denied the right to use their language in school, to practice their religion and their culture may not be reflected in the curriculum.

**Article 37 – imprisonment only as a measure of last resort:** In many societies, particular groups are disproportionately vulnerable to being given custodial sentences, for example Afro-Caribbean boys in the UK, aboriginal boys in Australia.

**Article 38 – right to protection in situations of armed conflict:** Children from particular racial groups can be targeted in situations of conflict with rape used, for example, as a means of punishing a community; children are often targeted for recruitment into armed forces or militia.

**Article 40 – right to due process in criminal proceedings:** Poor children are frequently denied legal representation; no adequate facilities exist to ensure that children with disabilities get access to justice.



# Tool No. 15: National Committee for UNICEF Finland – Building Block 2: Equality and Non-discrimination (2014)



Non-discrimination is one of the general principles of the Convention on the Rights of the Child. This means that all rights recognized in the Convention belong to every child. This should be a guiding principle during all stages of building a child-friendly municipality. The realization of non-discrimination requires constant and determined work against prejudices. There need to be commonly agreed upon ways to identify, intervene and prevent discrimination. This is why the promotion of equality and intervention in discrimination forms its own goal, in addition to being a general guiding principle, in any child-friendly municipality.



Equality and non-discrimination must be realized in terms of every goal. The right to participate, for example, must also be realized for the children of immigrants and children with disabilities. The peer relations of children placed in foster care, as well as their involvement in civic activities must also be promoted. Furthermore, the national Non-Discrimination Act obliges public authorities to assess and foster the realization of equality in all their activities. Statutory equality plans must also account for children and teenagers as a diverse group.



Many children face discrimination and prejudice for many reasons, such as origin, disability, illness or poverty. Studies have shown that discrimination takes place everywhere in the lives of children and youth – in schools, on the streets, and in public spaces. It often goes unnoticed by adults. It is important to be aware that discrimination is perpetrated by children, young people and adults alike. It takes place in both peer relations as well as in relations between adults and children.



At a structural level, those working with and for children need to assess whether a particular way of working or a decision promotes equality. Or does it (perhaps unintentionally) exclude some groups of children and youth from accessing activities and services? The identification of discrimination and the advancement of equality require systematic education within the municipal organization. The advancement of equality also requires information on the grounds of discrimination and of groups at risk of, or affected by, discrimination. In its comments issued in 2011, the Committee on the Rights of the Child expressed its concern as to whether Finland has an adequate amount of information about the living conditions of poor children, children with disabilities, children from minority and immigrant backgrounds and children in foster care.



It is of particular importance that children's experiences and definitions of discrimination are the starting point for the advancement of non-discrimination. Various organizations and associations possess ample knowledge and skills related to the promotion of equality. A child-friendly municipality can benefit from their experience in promoting equality and non-discrimination.



## Checklist: Equality and Non-discrimination

- Do the municipality's strategy, policy programmes and other regulatory documents account for the diversity of children?
  - Have children or groups of children at-risk of being discriminated against been identified?
  - Is the achievement of the goals set in the above-mentioned documents reviewed particularly from the perspective of children in danger of being discriminated against?
- Are there methods for collecting information on the realization of the rights of children at risk of discrimination?
- Has the municipality drawn up an equality plan?
  - Does the plan take into account children and teenagers and the diversity of children and teenagers?
- Do the strategies, plans, and practices ensure that there is no discrimination based on the following reasons related to the child, youth or their families:
  - age;
  - origin;
  - nationality;
  - language;
  - skin colour;
  - gender;
  - sexual orientation;
  - religion;
  - beliefs;
  - political or other opinions;
  - wealth;
  - health;
  - disability;
  - place of residence;
  - any other reason.
- What kinds of measures has the municipality undertaken to promote equality and remove discrimination:
  - at administrative and structural levels?
  - in children's environments and in the services provided for children?
  - in the attitudes and actions of the general public?



# Tool No. 15: National Committee for UNICEF Finland – Building Block 2: Equality and Non-discrimination (2014)



- Is the municipality working against discrimination in cooperation with civil society actors?



- Is everyone working with or for children adequately aware of issues concerning discrimination?

- the ban on discrimination;
- the identification of discrimination;
- the groups at risk of being discriminated against;

\*Is this the case throughout the municipal organization in its different sectors?



- Is equality respected and realized in the everyday interaction and communication (talk, acts, words, gestures) between:

- adults?
- adults and children?
- children?



- Are there commonly agreed upon procedures to intervene when discrimination is occurring?

- Is everyone who works with or for children and youth aware of these?



- Is the principle of non-discrimination taken into account in children's rights education?

- Is information on discrimination experienced by children and youth collected systematically?



- Is a child who has experienced discrimination supported?

- Is there room for discussing experiences of discrimination?
- Is a child who has experienced discrimination provided with support in defending his or her rights?



- When planning measures to combat discrimination, are children and young people's experiences and viewpoints incorporated?

- Are the measures for combating discrimination and their effectiveness evaluated?

- Have the measures been evaluated by children and teenagers?





# Tool No. 16: Sample Memorandum of Understanding between a National Committee and a government ministry<sup>11</sup>



Memorandum of Understanding dated [XXXXX]  
between:  
[National] Committee for UNICEF [NGO registration number or equivalent and address]  
and  
Minister for [insert as applicable] [Reference to legislation  
or official document relating to the mandate and address] (Minister)

## BACKGROUND

- A. [Name of national CFCI programme] is an initiative based on the UNICEF Child Friendly Cities Initiative.
- B. This memorandum of understanding has been established to formalize the partnership in place between the Minister and [National Committee] to establish a strategic framework and the supporting materials required to further the development of a [local/ state-wide/national] network of accredited child friendly cities/communities for the [name of national CFCI programme] initiative.
- C. The first phase of the initiative will focus on [National Committee] and [relevant partner(s)] co-constructing a toolkit, outcomes and indicators framework and accreditation model in partnership with the [name of national level CFCI steering group].
- D. The toolkit, outcomes and indicators framework and accreditation model will be trialled by 'pilot' communities (in order to test and evaluate the effectiveness of the approach) and subject to broad consultation with key stakeholders.

## 1. INTENT OF MEMORANDUM OF UNDERSTANDING

The parties agree that clauses 5, 6 and 7 only are contractually binding and that no other clause imposes any legal liability or obligation on the parties. Nevertheless, the parties intend to fully cooperate in the pursuit of the objectives set out in this Memorandum of Understanding (MOU).

## 2. INTERPRETATION

In this MOU unless the context requires otherwise:

- 2.1 headings are convenience only and do not affect interpretation;
- 2.2 a reference to a party includes that party's executors, administrators, successors and substitutes;
- 2.3 a reference to this MOU includes this MOU as amended, supplemented, varied or replaced from time to time;
- 2.4 words denoting the singular include the plural (and vice versa) and words denoting individuals include corporations;
- 2.5 reference to a statute includes its designated legislation and includes consolidations, amendments, re-enactments and replacements.

## 3. DURATION OF MOU

- 3.1 This MOU commences when it is signed by both parties and if each party signs it on a different date, the later of those dates.
- 3.2 Upon commencement, this MOU will continue in force for 24 months unless it is terminated earlier by either party in accordance with this MOU.
- 3.3 This MOU may be reviewed by the parties at six-monthly intervals following commencement.
- 3.4 If either party wishes to extend this MOU beyond the initial term it must give the other party at least one month's written notice of its intention to do so prior to the termination of the initial terms. The extended MOU may be on such terms and conditions as the parties agree.

## 4. ACKNOWLEDGEMENTS

- 4.1 The Minister acknowledges to [National Committee] that it intends to:
  - 4.1.1 uphold the principles of the Convention on the Rights of the Child throughout the CFCI pilot and programme;
  - 4.1.2 provide 10 business days for [National Committee] to assess and approve guidelines and materials used for the accreditation model by which CFCI status will be determined;
  - 4.1.3 work with [National Committee] to develop appropriate and agreed criteria for CFCI accreditation prior to the commencement of the pilot. These criteria will comply with the CFCI principles developed by UNICEF. These criteria will be altered as appropriate following the review process at six and 12 month intervals until completion;
  - 4.1.4 include a [National Committee] representative on the committee and panel to evaluate local government's recognition as a child friendly city/community;

<sup>11</sup> Adapted from UNICEF Australia Memorandum of Understanding with the Minister for Education and Child Development, 2013.



# Tool No. 16: Sample Memorandum of Understanding between a National Committee and a government ministry<sup>12</sup>



4.1.5 consult children and include them in the decision-making process for CFCI policy and process wherever possible in line with best child participation practices;

4.1.6 promote to participating councils best practice child participation throughout the development and implementation of the CFCI pilot and programme;

4.1.7 design a recognition model of child friendly cities/communities that facilitates improvements in participation for local governments so that children can:

- (a) influence decisions about their city/community;
- (b) express their opinion on the city/community they want;
- (c) participate in family, community and social life;
- (d) receive basic services such as health care, education and shelter;
- (e) drink safe water and have access to proper sanitation;
- (f) be protected from exploitation, violence and abuse;
- (g) walk safely in the streets on their own;
- (h) meet friends and play;
- (i) have green spaces for plants and animals;
- (j) live in an unpolluted environment;
- (k) participate in cultural and social events;
- (l) be an equal citizen of their city/community with access to every service, regardless of ethnic origin, religion, income, gender or disability;

4.1.8 ensure that participating local governments undertake to have adequate data, reporting and budget for children to ensure that the impact on children can be evaluated and measured;

4.1.9 give particular emphasis and promote engagement with the most vulnerable groups including children living with a disability, children on or who have experienced out-of-home care, refugee children, children seeking asylum and indigenous children;

4.1.10 promote the Baby Friendly Hospital Initiative in hospitals with participating local governments seeking recognition;

4.1.11 promote local school engagement in [National Committee] child rights school initiatives to participating local councils seeking recognition;

4.1.12 provide a written update on progress of the pilot programme to [National Committee] every six months;

4.1.13 conduct a review with [National Committee] 12 months from the commencement of the pilot.

4.2 The Minister further acknowledges that a council or city recognized as 'child-friendly' does not abrogate any responsibility or accountability for the care of individual children, particularly in areas of child protection and safety. Being deemed a 'child-friendly' locale does not exempt that locale from individual or collective incidents which this endeavour plan seeks to mitigate.

4.3 [National Committee] acknowledges to the Minister that it intends to:

4.3.1 be a recognized project partner with [government jurisdiction] on the [name of national CFCI programme] and associated awards;

4.3.2 provide feedback and approval on project findings, toolkit materials, reporting processes and project communications and provide the logo/brand for approved items;

4.3.3 share useful research, evidence or tools relating to CFCI that may benefit the initiative or participants. It will support relationships through local and international networks where possible;

4.3.4 provide a [National Committee] representative to assist with the development of accreditation criteria and sit on a panel that recognizes local governments as child-friendly;

4.3.5 promote the partnership and participation on [National Committee's] website and support media coverage of the partnership when appropriate.

## 5. DISCLOSURE AND USE OF CONFIDENTIAL INFORMATION

5.1 The parties acknowledge that:

5.1.1 they may be privy to confidential information about the business and/or operations of the other party and agree to keep such information strictly confidential;

5.1.2 they will not divulge such information to any third party without the express written consent of the other party, except to the extent that they may be required to do so by the law to do otherwise and in that case will immediately advise the other party that they had done so;

5.2 If there is uncertainty about whether information is confidential or not, it will be presumed to be confidential and subject to this clause unless the party to which the information relates advises otherwise in writing;

5.3 [National Committee] acknowledges that the Minister is not in breach of this clause if it discloses confidential information as a consequence of a constitutional or parliamentary convention.







# Tool No. 16: Sample Memorandum of Understanding between a National Committee and a government ministry<sup>12</sup>



## 6. USE OF NAMES AND LOGOS

- 6.1 [National Committee] licenses the Minister to use [National Committee]’s and UNICEF’s logo, trademark, corporate name and other material as may be required by the Minister to fulfil its commitments under this MOU.
- 6.2 The Minister will make all reasonable effort to ensure that the dignity of the [National Committee] and UNICEF names are preserved by gaining pre-approval from [National Committee] for all creative and copy featuring the UNICEF name so that all conditions of the use of the UNICEF name are met. This includes training materials, collateral, presentations, and media coverage.
- 6.3 The Minister must allow a minimum of five business days to receive feedback and approval for use of the UNICEF name as required by [National Committee]’s approval process.
- 6.4 The Minister will adhere to [National Committee] brand and logo guidelines in the production of all collateral.



## 7. INTELLECTUAL PROPERTY RIGHTS

- 7.1 The parties acknowledge and agree that intellectual property rights in any materials provided to the Minister by [National Committee] will remain the absolute property of [National Committee]. Consequently, the Minister may not copy [National Committee]’s materials without the prior consent of [National Committee] and on such terms and conditions as may be agreed between the parties from time to time.
- 7.2 For clarification, the ownership of intellectual property which exists prior to the commencement of this MOU will remain the property of that party. Intellectual property assigned merely by virtue of its use by a party other than the owner of the intellectual property.



## 8. MODIFICATION

Any modification to this MOU must be in writing and be signed by both parties.



## 9. COSTS

Each party to this MOU will bear the costs of an incidental to its negotiations, preparation and execution.



## 10. DISPUTE RESOLUTION

In the event of any dispute arising between the parties in relation to any matter that is the subject of, or associated with this MOU, both parties will use their best bona fide endeavours to resolve that dispute amicably with the overriding purpose being to allow continuation of the expressed purpose of this MOU.

## 11. PROPER LAW

This MOU is governed by and construed in accordance with the law in force in [jurisdiction] and the parties submit to the exclusive jurisdiction of the courts of [jurisdiction].

## 12. TERMINATION

- 12.1 This MOU may be terminated by either party giving at least 30 days written notice to the other party. If an intention to terminate arises out of a dispute, such notice may only be given after the dispute resolution procedures have been followed.
- 12.2 If this MOU is terminated due to one party breaching a condition of this MOU, the breaching party will be held liable for any costs involved in rectifying the breach. If the breach is deemed sufficiently severe to warrant a removal of all products bearing the UNICEF brand or logo, this will also be done at the breaching party’s cost.



SIGNED on behalf of [National Committee] by:

Name

Signature

Date

SIGNED by the Minister [insert]:

Name

Signature





# Tool No. 17: Council of Europe Child Participation Assessment Tool – Indicators for measuring child participation

April 2016

The Child Participation Assessment Tool has been developed by the Council of Europe to help Member States assess their progress in implementing Article 12 of the Convention. It provides a common format for understanding each indicator, and provides short guidance on how to approach the task of measuring progress in its realization. The 10 indicators are listed below.

The full tool, together with guidance on how to use it, is available [here](#).



Protecting the right to participate	
<b>1</b>	Legal protection for children and young people's right to participate in decision making is reflected in the national Constitution and legislation
<b>2</b>	Explicit inclusion of children and young people's right to participate in decision making in a cross-sectorial national strategy to implement children's rights
<b>3</b>	An independent children's rights institution is in place and protected by law
<b>4</b>	Existence of mechanisms to enable children to exercise their right to participate safely in judicial and administrative proceedings
<b>5</b>	Child-friendly complaints procedures are in place
Promoting awareness of the right to participate	
<b>6</b>	Children's right to participate in decision making is embedded in pre-service training programmes for professionals working with and for children
<b>7</b>	Children are provided with information about their right to participate
Creating spaces for participation	
<b>8</b>	Children are represented in forums, including through their own organizations, at school, local, regional and national governance levels
<b>9</b>	Child-targeted feedback mechanisms on local services are in place
<b>10</b>	Children are supported to participate in the monitoring of the UNCRC (including in CRC shadow reporting) and relevant Council of Europe instruments and conventions



# Tool No. 18: Illustrative M&E indicator framework - CFCI Benchmarks for National Committees

This matrix offers 12 suggested benchmarks for National Committees to support the investment in establishing a CFCI. They are largely process benchmarks. As indicated above, there is no single route for National Committees in introducing and sustaining CFCIs. At one end of the spectrum, the goal might be to support a small network of cities and communities with which they maintain a high level of involvement. At the other, it might be to promote the establishment of multiple CFCIs throughout the country with a more hands-off approach to monitoring and engagement. Clearly, therefore measures of effectiveness and success will vary significantly, and National Committee may want to add or amend the benchmarks to reflect your own priorities.

Benchmarks	Definition	Full attainment = 3	Substantial progress = 2	Some progress = 1	No progress = 0	Suggested data sources
<b>1. A commitment to the development of a CFCI has been made</b>	<i>The National Committee has made a formal public commitment to invest in a CFCI and has agreed how it will assess and award or certificate the status of a CFCI</i>	<ul style="list-style-type: none"> <li>The National Committee has made a formal public commitment to develop a CFCI</li> <li>A process for awarding or certifying the CFCI has been agreed.</li> </ul>	<ul style="list-style-type: none"> <li>A formal commitment to has been undertaken to promote a CFCI.</li> </ul>	<ul style="list-style-type: none"> <li>A formal commitment to has been undertaken to promote a CFCI but no progress on its actual implementation has yet been made.</li> </ul>	<ul style="list-style-type: none"> <li>No formal commitment has been undertaken and therefore no progress on actual implementation has yet been made.</li> </ul>	Documentation of framework
<b>2. A child rights based assessment framework has been established and is operational</b>	<i>The National Committee has developed a framework for assessment, monitoring and awarding CFCI status</i>	<ul style="list-style-type: none"> <li>A comprehensive child rights framework has been developed, with clear criteria for awarding certification.</li> </ul>	<ul style="list-style-type: none"> <li>Resources have been allocated to developing a child rights assessment framework and work has begun.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee has agreed to develop a child rights assessment framework but work has not yet started.</li> </ul>	<ul style="list-style-type: none"> <li>No child rights framework has been developed.</li> </ul>	Documentation of relevant materials
<b>3. A public call for applications to become a CFCI has been made</b>	<i>The design of the initiative, the media campaign, and associated materials have been produced and placed in the public domain to underpin a call for applications to become a child friendly city or community</i>	<ul style="list-style-type: none"> <li>The National Committee has put out a call for applications to become a CFCI</li> <li>The call has been backed by the development of information packs, including requirements that a city needs to fulfil before applying and publicity materials.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee is in the process of preparing the information and publicity materials in preparation for a call for applications.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee is planning to make a public call but it has not yet been made. No publicity or information materials have been developed.</li> </ul>	<ul style="list-style-type: none"> <li>No public call for applications has yet been planned.</li> </ul>	Documentation of relevant materials





# Tool No. 18: Illustrative M&E indicator framework - CFCI Benchmarks for National Committees



Benchmarks	Definition	Full attainment = 3	Substantial progress = 2	Some progress = 1	No progress = 0	Suggested data sources
<b>4. Training on CRC and CFCI has been provided to municipalities committed to the introduction of CFCI</b>	<i>The National Committee (or a partner on behalf of the National Committee) has developed a training programme for interested applicants to the CFCI and delivered the training to those municipalities engaged in the process of becoming a CFCI or already engaged in the initiative</i>	<ul style="list-style-type: none"> <li>A training programme on the CRC and the CFCI has been developed</li> <li>The training has been rolled out to all applicant municipalities and positively received.</li> </ul>	<ul style="list-style-type: none"> <li>A training programme on the CRC and the CFCI has been developed but no workshops or courses have yet been provided.</li> </ul>	<ul style="list-style-type: none"> <li>A commitment to developing a training programme has been made and resources allocated but work has not yet started.</li> </ul>	<ul style="list-style-type: none"> <li>No training has been developed or planned.</li> </ul>	Documentation of the course materials Evidence of numbers of courses run and number of participants taking part Evaluations forms from course participants
<b>5. Target number of cities/communities committed to becoming a CFC has been achieved</b>	<i>The National Committee sets itself a target number of cities or municipalities that it seeks to engage and from which it establishes a formal commitment to take action to become a CFCI</i>	<ul style="list-style-type: none"> <li>The National Committee has reached its target number of municipalities committed to becoming a CFC.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee has reached 50% of its target number of municipalities becoming a CFC.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee has reached 25% of its target number of municipalities becoming a CFC.</li> </ul>	<ul style="list-style-type: none"> <li>No municipality has yet committed to become a CFC.</li> </ul>	Documentation of commitments from the agreed number of cities/communities, their scope and time frames
<b>6. Target number of cities/communities have developed an action plan for becoming a CFC</b>	<i>The action plans have been produced in an agreed number of municipalities and agreed with the National Committee (where this is required). The municipalities are ready to begin the process of implementation</i>	<ul style="list-style-type: none"> <li>The National Committee has reached its target number of municipalities with agreed action plans and ready to proceed with implementation.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee has reached 50% of its target number of municipalities with agreed action plans and ready to proceed with implementation.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee has reached 25% of its target number of municipalities with agreed action plans and ready to proceed with implementation.</li> </ul>	<ul style="list-style-type: none"> <li>No municipalities have yet produced an action plan.</li> </ul>	Documentation of action plans and evidence of commitment and resources to implement – council records, decisions, commitments from local partners, etc
<b>7. Target number of cities/communities achieved the status of CFC</b>	<i>Using whatever certification process has been agreed, the targeted number of cities/communities have achieved the standard necessary for endorsement</i>	<ul style="list-style-type: none"> <li>The target number of cities/communities have achieved the status of CFC.</li> </ul>	<ul style="list-style-type: none"> <li>50% of the target number of cities/communities have achieved the status of CFC.</li> </ul>	<ul style="list-style-type: none"> <li>25% of the target number of cities/communities have achieved the status of CFC.</li> </ul>	<ul style="list-style-type: none"> <li>No cities/communities have yet achieved CFCI status.</li> </ul>	Documentation of certification process, outcomes and numbers of certificates awarded



# Tool No. 18: Illustrative M&E indicator framework - CFCI Benchmarks for National Committees



Benchmarks	Definition	Full attainment = 3	Substantial progress = 2	Some progress = 1	No progress = 0	Suggested data sources
<b>8. Partnerships have been established with all key sectors and stakeholders</b>	<i>The National Committee has identified which partners need to be engaged eg national government and key government departments, business sector, NGOs, print and broadcast media, professional bodies, trades unions and enlisted their support</i>	<ul style="list-style-type: none"> <li>The National Committee has identified and gained the active support of key government departments</li> <li>Multiple other partners have expressed commitment to active engagement in the CFCI.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee has identified the key partners it is seeking to engage and prepared information brochures to share with them</li> <li>Additional investment is still needed to engage the commitment of a number of potential partners.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee is in the process of identifying which organisations and departments it needs to engage in the CFCI.</li> </ul>	<ul style="list-style-type: none"> <li>No partners have yet been identified.</li> </ul>	Documentation of commitments of a given number of partners plus evidence of the role they will play in the CFCI process
<b>9. A lead partner has been agreed and is supported to take the CFCI forward</b>	<i>Some National Committees appoint an external partner to lead on the process, working in collaboration with them. Where this process takes place, the partner has agreed the terms and conditions on which to move the CFCI forward and a funding arrangement is in place.</i>	<ul style="list-style-type: none"> <li>The National Committee has agreed who will lead the CFCI</li> <li>The lead partner is fully engaged, agreements on the process to be undertaken have been made, budgets and time frames have been determined.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee is engaged in dialogue with a potential lead partner but no decisions have yet been made.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee is considering the options for how to lead the CFCI but no decisions have been made.</li> </ul>	<ul style="list-style-type: none"> <li>No decision has been made on who will lead the CFCI.</li> </ul>	Written evidence of nature and role of partners, protocols established and scope of their commitment
<b>10. An annual report on overall CFCI implementation and its impact is produced</b>	<i>The National Committee produces an annual report on the CFCI implementation and impact, which is widely disseminated and promoted to all sectors of society including children and young people</i>	<ul style="list-style-type: none"> <li>The National Committee has produced an annual report which is widely disseminated</li> <li>A child friendly version is produced</li> <li>The media provide coverage of the report and its findings.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee is working on the production of a report but it is incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee has plans to produce an annual report but no work has yet been undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>No annual report produced.</li> </ul>	The availability of the annual report Analysis of press coverage of the report



# Tool No. 18: Illustrative M&E indicator framework - CFCI Benchmarks for National Committees



Benchmarks	Definition	Full attainment = 3	Substantial progress = 2	Some progress = 1	No progress = 0	Suggested data sources
<b>11. Evidence of the positive outcomes of CFCI on the rights of children is available to influence government at a national level</b>	<i>The CFCI is producing demonstrably positive impact on the lives of children in a range of areas (eg more inclusion, improved school environments, reduced levels of cyberbullying, reduction in obesity, more healthy eating). The evidence on this impact is being used to advocate with governments to strengthen legislation and policy to promote and protect children's rights at a national level</i>	<ul style="list-style-type: none"> <li>The National Committee has identified a number of areas where the CFCI is producing positive evidence of benefits for the realisation of children's rights</li> <li>It has produced reports on the findings and is using that evidence to advocate with the government for changes to legislation and policy.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee has begun an process of analysing evidence from CFCs on positive impact but has not yet published the findings or shared it with the government.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee has initiated a process for collecting evidence (e.g. evaluation, requests from CFCs) on the positive impact of the CFC on the realisation of children's rights.</li> </ul>	<ul style="list-style-type: none"> <li>No evidence is available on improved outcomes for children.</li> </ul>	Compilations of evidence compiled from CFCI reports, examples of government references to CFCI evidence in press releases, reports, policy proposals, legislation etc
<b>12. CFCI has connected and strengthened platform initiatives including baby friendly and child rights education and other key initiatives</b>	<i>The National Committee is using the CFCI to connect and strengthen its platform initiatives by demonstrating the integrated nature of the work and building an underpinning child rights-based framework to promote coherence and effectiveness</i>	<ul style="list-style-type: none"> <li>The CFCI has been developed by building on work already established in other platform initiatives</li> <li>The CFCI reinforces and strengthens other initiatives through a commitment to child rights</li> <li>An integrated approach has been developed by the National Committee whereby all platform initiatives come together under one umbrella.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee is currently exploring how to make stronger connections between the platform initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>The National Committee has developed the initiatives separately but plans to build greater synergy between them.</li> </ul>	<ul style="list-style-type: none"> <li>No links have been made between the CFCI and other platform initiatives.</li> </ul>	Reports on the different platform initiatives Evidence of how they are inter-linked



# Tool No. 18: Illustrative M&E indicator framework - CFCI benchmarks for municipalities



The following benchmarks provide a general framework through which to address potential goals for any individual CFCI, and standards against which to measure progress in attaining them. They are necessarily very broad and follow the structure of the nine core components outlined in the Toolkit. The matrix focuses on the key processes, structures, systems and resources that need to be in place to establish an effective and sustainable CFCI. As such they provide a starting point for any CFCI in a process of monitoring and evaluating progress in implementation. Each CFCI can adapt these as appropriate to their own circumstances.



Benchmarks	Definition	Full attainment = 3	Substantial progress = 2	Some progress = 1	No progress = 0	Suggested data sources
<b>Foundations</b>						
<b>1. A child rights based legal and policy framework has been introduced within the municipality</b>	<p><i>The municipality has made a commitment to the introduction of a child rights framework to inform its regulations, policies and services;</i></p> <p><i>A Child Rights Impact Assessment (CRIA) framework has been developed to ensure appropriate review of all relevant actions within the municipality.</i></p>	<ul style="list-style-type: none"> <li>A child rights based legal and policy framework has been adopted and introduced into the overall policies of the municipality and is supported by a CRIA</li> <li>A process of scrutiny of all municipal policies from a child rights perspective has been initiated.</li> </ul>	<ul style="list-style-type: none"> <li>The municipality has adopted a child rights based legal and policy framework but no measures have yet been developed to promote its implementation.</li> </ul>	Municipality has discussed the introduction of a child rights policy framework but it is not yet been adopted.	No action has been taken.	Documentation of framework
<b>2. A child rights strategy has been introduced</b>	<p><i>The municipality has developed a comprehensive and integrated child rights strategy through which to build a CFC. It has been widely consulted on with key stakeholders, including children, and is fully supported by a budget</i></p>	<ul style="list-style-type: none"> <li>A child rights strategy has been developed</li> <li>All key stakeholders have been engaged in the process, including children</li> <li>An action plan for implementation of the strategy has been produced and is fully supported by a budget</li> <li>All departments have developed an action plan for implementation within their mandate.</li> </ul>	<ul style="list-style-type: none"> <li>A child rights strategy has been developed through consultation with key stakeholders</li> <li>An action plan and budget are not yet in place.</li> </ul>	A child rights strategy has been developed but with minimum consultation and does not yet have a budget to support implementation.	No child rights strategy in place.	Documentation of the strategy

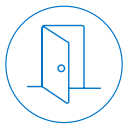




# Tool No. 18: Illustrative M&E indicator framework - CFCI benchmarks for municipalities



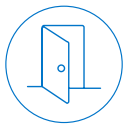
Benchmarks	Definition	Full attainment = 3	Substantial progress = 2	Some progress = 1	No progress = 0	Suggested data sources
<b>Foundations</b>						
<b>3. The CRC is known and understood widely across the local community as well as among municipal staff and politicians</b>	<i>The municipality has developed a comprehensive and integrated child rights strategy through which to build a CFC. It has been widely consulted on with key stakeholders, including children, and is fully supported by a budget</i>	<ul style="list-style-type: none"> <li>• Baseline assessment of awareness undertaken</li> <li>• Information packs for schools on the CRC have been produced</li> <li>• Every child in primary and secondary school has received an information pack</li> <li>• Public information has been distributed through leaflets, social media, local press articles or other</li> <li>• Training for municipal staff on the CRC has been developed and provided.</li> </ul>	<ul style="list-style-type: none"> <li>• No baseline assessment undertaken</li> <li>• A publicity campaign has been developed to target the public and raise awareness of children's rights</li> <li>• Leaflets for children have been produced.</li> </ul>	Information has been provided to municipal staff on the CRC.	No investment has been made in promoting awareness of the CRC.	Evidence of measures introduced Surveys of awareness and attitudes taken before and after campaigns, or training
<b>Bricks and mortar</b>						
<b>4. A communications strategy has been developed to promote knowledge across the community of the CFCI</b>	<i>A communications strategy for CFCI has been developed and widely disseminated. It provides information for all stakeholders on the goal and rationale for the CFCI, how it will be implemented, and the key policies it will address</i>	<ul style="list-style-type: none"> <li>• A media campaign has been run through local radio&amp; TV, newspapers and social media</li> <li>• An interactive website is established through which children can monitor progress in the CFCI, share views, find out about current developments, access services and communicate with other young people.</li> </ul>	<ul style="list-style-type: none"> <li>• A media campaign has been run through local radio&amp; TV, newspapers and social media.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans are in place to develop a media campaign to promote awareness of the CFCI.</li> </ul>	<ul style="list-style-type: none"> <li>• No communications strategy has been developed.</li> </ul>	Documentary evidence of the strategy Surveys of awareness of the CFCI and its proposed measures



# Tool No. 18: Illustrative M&E indicator framework - CFCI benchmarks for municipalities



Benchmarks	Definition	Full attainment = 3	Substantial progress = 2	Some progress = 1	No progress = 0	Suggested data sources
<b>Bricks and mortar</b>						
<b>5. The CFCI has strong leadership within the municipality</b>	<i>The CFCI is endorsed at the highest political level and an active commitment has been made to ensure that it is provided with the time, resources and profile necessary to ensure its success</i>	<ul style="list-style-type: none"> <li>The CFCI has been actively endorsed by the municipal leadership</li> <li>A CFCI focal point has been agreed</li> <li>A steering group to co-ordinate and manage the CFCI has been established</li> <li>The steering group gathers all sectors within the municipality, who contribute on an equal basis</li> <li>An agreed programme of action has been consulted on and agreed</li> <li>Regular well attended meetings have taken place.</li> </ul>	<ul style="list-style-type: none"> <li>The CFCI has been actively endorsed by the municipal leadership, a CFCI focal point agreed and a steering group is in place to co-ordinate the CFCI</li> <li>The work of the focal point and steering group is not yet functioning.</li> </ul>	<ul style="list-style-type: none"> <li>The CFCI has been actively endorsed by the municipal leadership and a CFCI focal point agreed</li> <li>No progress has been made on the establishment of a steering group.</li> </ul>	<ul style="list-style-type: none"> <li>The leadership within the municipality has not yet endorsed or taken ownership of the CFCI.</li> </ul>	<p>Documentary evidence of the commitments of key personnel – minutes, public statements, press releases etc</p> <p>Documentary evidence of active participation by the focal point and Steering Group – minutes, action plans, evidence of action taken</p>
<b>6. Commitment has been given by a broad range of partners from multiple sectors</b>	<i>The CFCI involves all key stakeholders within the local community including political leaders, NGOs, community groups, business leaders, parents groups, organisations of children and young people, trades unions, media</i>	<ul style="list-style-type: none"> <li>A wide range of partners have been approached from different agencies and are committed to the CFCI</li> <li>A forum for regular engagement both on and offline has been established</li> <li>The partners have all made specific commitments to contribute to the CFCI</li> <li>Children and young people are actively involved in the stakeholder forums.</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of partners have been approached from different agencies and are committed to the CFCI</li> <li>A forum for regular engagement has not yet been established.</li> </ul>	<ul style="list-style-type: none"> <li>The process of reaching out to a wide range of partners is currently being undertaken but is not yet complete.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple partners have not yet been engaged.</li> </ul>	<p>Documentary evidence of partners engagement, personal statements, minutes, press releases</p>



# Tool No. 18: Illustrative M&E indicator framework - CFCI benchmarks for municipalities



Benchmarks	Definition	Full attainment = 3	Substantial progress = 2	Some progress = 1	No progress = 0	Suggested data sources
<b>Bricks and mortar</b>						
<b>7. The CFCI is explicitly informed by the views of children and young people</b>	<i>Children and young people are involved in the design and development of the CFCI as well as playing an on-going role in its implementation and providing regular feedback on progress and developments</i>	<ul style="list-style-type: none"> <li>Children were consulted in the development of the CFC Action Plan or preparatory phase</li> <li>A youth council has been established to inform and advise</li> <li>The youth council meets monthly</li> <li>Children have developed their own constitution and programme</li> <li>The youth council is representative of a wide range of children from across the community</li> <li>A commitment to ensuring that every school has an active school council has been made</li> <li>Children are represented on the Steering Group which is committed to regular feedback on the views and experiences of children from all sections of the community</li> <li>Surveys of children's views are regularly undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>A youth council has been established to inform and advise</li> <li>The youth council meets monthly or on a regular basis</li> <li>Children have developed their own constitution and programme</li> <li>Other child participation projects are taking place</li> <li>Some schools have established school councils</li> <li>The Steering Group meets with children periodically to get input from their views and experiences</li> <li>No feedback is provided to children as to how their inputs have been used.</li> </ul>	<ul style="list-style-type: none"> <li>The CFCI is planning to support the process of establishing or building links with youth council</li> <li>The CFCI is planning other ways of engaging with children, such as through ad hoc projects</li> <li>Some schools have school councils.</li> </ul>	<ul style="list-style-type: none"> <li>No child participation mechanisms are in place.</li> </ul>	<p>Documentary evidence of the inclusion of participation throughout the CFC strategy and action plan</p> <p>Evidence of the youth council's work, consideration of its recommendations etc in the work of the Steering Group, or Council meetings</p> <p>Evidence of the number of school councils established and their impact on schools</p> <p>Surveys of children to assess whether they feel their views are being taken seriously</p>



# Tool No. 18: Illustrative M&E indicator framework - CFCI benchmarks for municipalities



Benchmarks	Definition	Full attainment = 3	Substantial progress = 2	Some progress = 1	No progress = 0	Suggested data sources
<b>Rooms</b>						
<b>8. Active measures have been introduced and implemented to support the right of individual children to be heard in decisions affecting their lives at all levels</b>	<i>Participation in formal arenas is important but not sufficient. The CFCI contains specific measures to promote the right of individual children to be heard, for example, in early years settings, schools, health care, the care system, child protection, the justice system, youth services</i>	<ul style="list-style-type: none"> <li>The CFCI recognizes the need for active measures to strengthen children's right to be heard in individual decisions affecting their lives</li> <li>A training programme is developed to build awareness and capacity among key professionals to engage children more actively</li> <li>Child friendly leaflets have been produced and disseminated explaining children's rights to be heard in decisions affecting their own health care, in the public care system and in schools.</li> </ul>	<ul style="list-style-type: none"> <li>The CFCI recognizes the need for active measures to strengthen children's right to be heard in individual decisions affecting their lives</li> <li>A proposal to develop training for professionals has been agreed.</li> </ul>	<ul style="list-style-type: none"> <li>The CFCI does not give explicit recognition to the need to take action to promote the rights of individual children to be listened to when decisions affecting them are being made</li> <li>However ad hoc measures are being introduced by some local organizations and professional groups.</li> </ul>	<ul style="list-style-type: none"> <li>The CFCI does not address the rights of individual children to be listened to when decisions affecting them are being made.</li> </ul>	<p>Documentary evidence of the inclusion of a commitment to individual children's participation in the CR strategy and action plan</p> <p>Numbers of training courses run for professionals</p>
<b>9. The CFCI is underpinned by a commitment to inclusion and non-discrimination and introduces measures to overcome barriers at all levels that serve to exclude certain groups of children</b>	<i>The CFCI explicitly addresses the need to create a child friendly environment for all children including ethnic minorities, children with disabilities, poor children, children in institutional care, refugee and asylum seekers, and other marginalized groups depending on the local context.</i>	<ul style="list-style-type: none"> <li>Inclusion and non-discrimination constitute a core principle of the CFCI</li> <li>An assessment for the identification of marginalized groups has been conducted</li> <li>A baseline assessment of barriers to inclusion has been undertaken, including through consultations and engagement of children and young people</li> <li>Analysis of policies to review potential for indirect discrimination has been undertaken</li> <li>Measures have been introduced to address discrimination in at least 3 key areas of municipal responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion and non-discrimination constitute a core principle of the CFCI</li> <li>No comprehensive assessment of barriers or analysis of indirect discrimination has been undertaken but a range of ad hoc measures has been introduced to tackle discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion and non-discrimination constitute a core principle of the CFCI</li> <li>No action has yet been undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>The CFCI does not make an explicit commitment to inclusion.</li> </ul>	<p>Documentary evidence from the CR strategy and action of the importance afforded to inclusion and non-discrimination</p> <p>Evidence of findings from baseline assessment and analysis</p> <p>Evidence of measures introduced to address inclusion and non-discrimination</p> <p>Focus groups or surveys with different marginalized groups to identify if any improvements have been made</p>



# Tool No. 18: Illustrative M&E indicator framework - CFCI benchmarks for municipalities



Benchmarks	Definition	Full attainment = 3	Substantial progress = 2	Some progress = 1	No progress = 0	Suggested data sources
<b>Roof</b>						
<b>10. A comprehensive system for monitoring and evaluation has been introduced, with explicit targets, indicators and a process for gathering, analysing and disseminating the findings</b>	<p><i>The CFC comprises an explicit commitment to monitoring and evaluating its progress through a transparent and collaborative approach and comprises a commitment to the following steps:</i></p> <ul style="list-style-type: none"> <li><i>A baseline assessment</i></li> <li><i>Agreed objectives and indicators</i></li> <li><i>Data gathering</i></li> <li><i>Evaluation of findings</i></li> <li><i>Reporting, dissemination and action</i></li> </ul>	<ul style="list-style-type: none"> <li>A system for monitoring and evaluation is built into the CFC from the outset</li> <li>A baseline assessment has been undertaken involving all key sectors of the local community, including children</li> <li>Data is gathered on a regular basis against agreed indicators</li> <li>The findings are developed in collaboration with children and widely disseminated and shared</li> <li>The CFC is reviewed and revised in light of the findings.</li> </ul>	<ul style="list-style-type: none"> <li>A system for monitoring and evaluation is built into the CFC from the outset</li> <li>No baseline assessment has been undertaken</li> <li>A process of data gathering is in place based on agreed indicators</li> <li>There is involvement of children on the process.</li> </ul>	<ul style="list-style-type: none"> <li>The CFC includes a recognition of the importance of monitoring and evaluation. A commitment to developing a framework has been made but is not yet in place.</li> </ul>	<ul style="list-style-type: none"> <li>No system for monitoring and evaluation is in place.</li> </ul>	
<b>11. Mechanisms have been introduced to provide children and young people with the means through which to hold the municipality to account on the commitments it has made in the CFCI</b>	<p><i>The municipality is committed to ensuring its accountability to children and other stakeholders and puts in place a series of measures to support that commitment including a local children's rights commissioner, supported by regular contact with children, as well as mechanisms through which children themselves can scrutinise and assess progress in implementation of the CFC.</i></p>	<ul style="list-style-type: none"> <li>Local children's rights commissioner post has been established and post holder in place</li> <li>Budget allocated to support Commissioner</li> <li>A children's advisory committee has been established and meets monthly with the Commissioner</li> <li>In addition, a children's audit committee has been set up with a remit to investigate how far public services are meeting the commitments made in the Child rights strategy and action plan</li> <li>Annual public meetings are held between children and local politicians where feedback on policies and decisions can be shared and discussed.</li> </ul>	<ul style="list-style-type: none"> <li>Consideration is being given to appointing a local children's rights commissioner</li> <li>Discussions have been held with children to explore what systems they would like to see introduced to hold the municipality to account.</li> </ul>	<ul style="list-style-type: none"> <li>The municipality is undertaking discussions to explore how to introduce greater accountability to children.</li> </ul>	<ul style="list-style-type: none"> <li>No accountability mechanisms have been put in place.</li> </ul>	



# Tool No. 18: Illustrative M&E indicator framework - CFCI benchmarks for municipalities



Benchmarks	Definition	Full attainment = 3	Substantial progress = 2	Some progress = 1	No progress = 0	Suggested data sources
<b>Roof</b>						
<b>12. Safe and accessible mechanisms are in place for children to make complaints and seek redress when their rights are violated</b>	<i>All municipal departments that provide services that directly or indirectly impact on children's lives have introduced complaints mechanisms that allow children to challenge decisions or actions that violate their rights</i>	<ul style="list-style-type: none"> <li>Complaints mechanisms have been introduced into at least four areas of local services to children (eg health, education, child protection, play)</li> <li>Children have been consulted on how these mechanisms can be made accessible and safe in order that children feel confident in using them</li> <li>A system for monitoring complaints and making relevant policy change accordingly is in place</li> <li>The complaints mechanism is widely known and used by children.</li> </ul>	<ul style="list-style-type: none"> <li>Complaints mechanisms have been introduced to at least two areas of local services for children</li> <li>The complaints mechanism has been progressively used by a higher number of children.</li> </ul>	<ul style="list-style-type: none"> <li>Consultations are taking place on how to develop complaints mechanisms for children.</li> </ul>	<ul style="list-style-type: none"> <li>No complaints mechanisms are in place.</li> </ul>	<p>Documentary evidence of complaints procedures</p> <p>Surveys or focus groups with children who have experienced problems with services to assess whether the complaints mechanisms were accessible, safe and effective</p>



## Tool No. 18: Illustrative M&E indicator framework - Output, outcome and impact indicators for CFC programmatic interventions



The following matrix provides some illustrative examples of indicators that could be used to help measure the impact of a CFCI programme on the lives of children and the realization of their rights. Clearly, the indicators that are selected by any individual CFC will be determined by its particular action plan and the goals elaborated within it. For example, the priority might be % reduction in children who are overweight, % increase in numbers of young children able to access early years services, % reduction in numbers of children experiencing cyberbullying, and indicators would need to be established accordingly.



This matrix focuses on the 8 core objectives outlined on Page 9 of the Toolkit that describe child friendly city or community as being a place where children can:

- express their opinions on the city/community;
- participate in family, cultural, city/community and social life;
- experience quality, inclusive and participatory education;
- be safe and protected from exploitation, violence and abuse;
- meet friends and have places and spaces to play and enjoy themselves;
- have green spaces for plants and animals;
- live in a clean, unpolluted environment;
- be an equal citizen, with access to every service regardless of their ethnic origin, religion, income, gender or ability.



The aim is to provide suggested ways of approaching a system for monitoring and evaluating progress and can be adapted, amended, added to as appropriate. The findings from individual CFCs can be used by National Committees to build the evidence base of the impact they have on the lives of children, both to inform their advocacy for legislative and policy reform but also to make the case for greater investment in CFCI across the country.



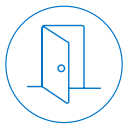




# Tool No. 18: Illustrative M&E indicator framework - Output, outcome and impact indicators for CFC programmatic interventions



Possible key priority in Action Plan	Output indicator	Outcome indicator	Impact indicator	Sources of data
<b>1. Opportunities for children to influence decisions within the municipal council</b>	1.1 A children's council has been established to inform and advise the municipality 1.2 Children have developed their own constitution and programme	1.1 The Children's Council meets monthly 1.2 The Municipal Council commits to meet representatives from the Children's Council on a regular basis	1.1 % children within the children's council expressing satisfaction with their participation in municipal decisions 1.2 % increase in budget for sports and recreation in response to recommendations from children's council	Documentation of the children's council Documentation/minutes of children's meetings with municipal council Survey of children's view on their participation at the municipal level
<b>2. Opportunities for children to express their views within the community</b>	2.1 Local children's rights commissioner post established with supporting budget 2.2 Children's advisory committee established to support the Commissioner	2.1 Ten member children's advisory committee meets regularly with the Commissioner 2.2 Children's audit committee set up to review health, education, police and youth justice services 2.3 Regular meetings set up between police and local young people to discuss improvements in local policing	2.1 % reduction in incidences of stop and search of young minority ethnic boys on the streets 2.2 % of recommendations issued by the Commissioner implemented	Documentation of municipal decisions regarding children's commissioner and subsequent establishment and working of children's advisory committee Documentation of work of audit committees Documentation of meetings with police
<b>3. Opportunity to experience quality inclusive participatory education</b>	3.1 Local education authority approves a decision to promote a programme of rights respecting schools (RRS) 3.2 National Committee invited to provide induction training on RRS to interested schools	3.1 X schools participate in the induction programme on RRS 3.2 X schools engage in a process of becoming a RRS 3.3 X Schools accredited as RRS	3.1 % drop in absenteeism/exclusion rates in participating schools 3.2 % of teachers and children describing school as a safe and positive place to learn	Documentation on RRS decision and training programme undertaken Documentation of participating schools and subsequent accreditation School records on attendance Attitude survey on experience of learning environment in RRS
<b>4. Feeling safe and protected from exploitation, violence and abuse</b>	4.1 Consultation undertaken with children to find out about their experience of safety and violence across the community with findings and recommendations disseminated 4.2 End hate speech campaign launched in collaboration with children	4.1 Introduction of improved policing and street lighting in X locations identified by girls as unsafe at night 4.2 % children who are aware of the end hate campaign and its messages	4.1 % reduction in number of reported assaults against girls in locations where measures introduced 4.2 % drop in incidences of bullying and cyberbullying in the community including in schools	Consultation findings and analysis Materials and documentation of campaign Documentation of decisions and action to improve street lighting School and police records on incidence of violence and bullying



# Tool No. 18: Illustrative M&E indicator framework - Output, outcome and impact indicators for CFC programmatic interventions



Possible key priority in Action Plan	Output indicator	Outcome indicator	Impact indicator	Sources of data
<b>5. Having spaces and places to meet friends, play and enjoy themselves</b>	5.1 Municipality allocates an increased budget for the development of X additional playgrounds 5.2 Decision made to introduce priority zones for pedestrians in x number of residential roads	5.1 X new playgrounds designed and developed in collaboration with children 5.2 X pedestrianized priority zones introduced	5.1 Increased % of time spent by children playing outdoors 5.2 Reduced % of children involved in traffic accidents	Municipal budgets Documentation and evidence of new playgrounds and pedestrianised zones Focus groups with parents on children's play patterns Police and hospital records on accidents and injuries
<b>6. Enjoying green spaces for plants and animals</b>	6.1 Adoption and implementation of a policy to develop a local city farm 6.2 Introduction of tree planting programme throughout municipality	6.1 X numbers of children visiting the city farm each year 6.2 X number of trees planted	6.1 Increased numbers of children knowledgeable about farming and the countryside 6.2 % increase in parental and child satisfaction with their local environment	Documentation on municipal policy Budget allocation for tree planting Visitor numbers to city farm Findings from attitude survey on satisfaction levels
<b>7. Living in a clean, unpolluted environment</b>	7.1 Adoption of policy to impose a levy on cars entering city centre during working hours 7.2 Imposition of a reduced maximum speed limit throughout the municipality 7.3 Policies on pollution from factories/ economic activities implemented	7.1 % reduction in numbers of cars entering the city during the working week 7.2 % reduction in averages speeds of motorists throughout the municipality 7.3 % reduction in toxic emissions	7.1 % reduction of children with asthma and other related conditions 7.2 % reduction in traffic accidents and associated injuries	Documentation of policy adoption and implementation on car levy Recorded data on patterns of traffic within the city Hospital, medical and police records
<b>8. Experiencing a sense of inclusion and equity with access to every service regardless of ethnic origin, religion, income, gender or ability.</b>	8.1 A baseline assessment of barriers to inclusion has been undertaken 8.2 Analysis of policies to review potential for indirect discrimination undertaken	8.1 X number of refugees and migrants have attended local language classes 8.2 Increase of X in numbers of children with disabilities included in mainstream schools	8.1 % increase in number of parents of child refugees and migrants confident to be involved in activities within local schools 8.2 % reduction in incidence of reported bullying by children with disabilities	Documentation of baseline assessment and subsequent analysis of policies Education data on class attendance Education data on school enrolments Survey of head teachers on patterns of parental involvement Survey of parents and children with disabilities on levels of bullying experienced